DOCUMENT RESUME

ED 094 311 CS 000 556

AUTHOR Rauch, Sidney J., Comp.
TITLE Handbook for the Volunteer Tutor.
INSTITUTION International Reading Association, Newark, Del.
PUB DATE 69
NOTE 115p.
AVAILABLE FROM International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 909, $2.50 nonmember, $2.00 member)

EDRS PRICE MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS Adult Basic Education; Decoding (Reading); Directed Reading Activity; Elementary School Students; Informal Reading Inventory; Language Experience Approach; Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Materials; *Reading Skills; Secondary School Students; *Tutoring; *Volunteer Training; Word Recognition

ABSTRACT

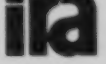
This handbook is designed for tutors who will be working with children, adolescents, or adults. In most instances the principles, practices, and materials described are directed to the junior high and senior high school student or dropout who requires special reading help; however, application of techniques can be made to adults or to youngsters who are in the intermediate grades. The beginning chapters include a discussion of the principles of good reading instruction and of the tutor-student relationship. Subsequent chapters provide information on the diagnosis of reading difficulties, including an informal reading inventory; basic teaching procedures, particularly detailed descriptions of the language experience approach and the directed reading activity; the teaching of word-recognition and comprehension skills; and organizing the volunteer tutor program. The final chapters are lengthy annotated bibliographies of materials for the elementary and secondary level and for adult basic education. (Author/TO)

ED 094311

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HANDBOOK FOR THE VOLUNTEER TUTOR

Compiled and Edited by Sidney J. Rauch



Published by the
INTERNATIONAL READING ASSOCIATION • Newark, Delaware

CS 000 556

INTERNATIONAL READING ASSOCIATION

Officers 1972-1973

President WILLIAM K. DURR, Michigan State University, East Lansing, Michigan

President-Elect MILLARD H. BLACK, Los Angeles Unified School District, Los Angeles, California

Past President THEODORE L. HARRIS, University of Puget Sound, Tacoma, Washington

---

Directors

Term expiring Spring 1973

MARJORIE S. JOHNSON, Temple University, Philadelphia, Pennsylvania

ROBERT KARLIN, Queens College, City University of New York, Flushing, New York

OLIVE S. NILES, State Department of Education, Hartford, Connecticut

Term expiring Spring 1974

WILLIAM ELLER, State University of New York, Buffalo, New York

WILLIAM J. IVERSON, Stanford University, Stanford, California

EUNICE SHAED NEWTON, Howard University, Washington, D. C.

Term expiring Spring 1975

HAROLD L. HERBER, Syracuse University, Syracuse, New York

HELEN K. SMITH, University of Miami, Coral Gables, Florida

GRACE S. WALBY, Child Guidance Clinic of Greater Winnipeg, Winnipeg, Manitoba

---

Executive Secretary-Treasurer RALPH C. STAIGER, University of Delaware, Newark, Delaware

Assistant Executive Secretary RONALD W. MITCHELL, International Reading Association, Newark, Delaware

Publications Coordinator FAYE R. BRANCA, International Reading Association, Newark, Delaware

Copyright 1969 by the International Reading Association, Inc.
Fourth Printing, October 1972

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

International Reading Association

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

FOREWORD

DOROTHY BRACKEN, president of IRA during the school year 1965–1966, appointed a volunteer tutor committee to 1) explore volunteer tutor programs, 2) investigate IRA's responsibility in this area; and 3) recommend ways of contributing if IRA does have a responsibility. H. Alan Robinson was appointed chairman of the exploratory committee whose membership also included Thomas Edwards, Jerry Parsley, Sidney Rauch, and Harry Singer. As a result of exploring programs and publications, the committee unanimously recommended that IRA publish a "booklet devoted to specific aids in reading for those people working in volunteer tutoring programs."

The 1966–1967 Volunteer Tutor Committee, appointed by President Mildred Dawson, consisted of Sidney Rauch (chairman), Doris Baxter, Thomas Edwards, Harry Singer, and Alfred Weinstein. This committee played a major role in offering suggestions for the publication. In fact, its chairman is the editor of the publication, and three of the committee members have authored chapters.

Although there are several books on the market concerned with the volunteer tutor, this particular publication presents, in my opinion, the necessary specifics long needed by organizers of volunteer programs and the volunteer tutors themselves. The outstanding educators who authored this publication have presented numerous ideas and practical suggestions which can immediately be put to use. This booklet makes a major contribution to the field.

The editor of the volume points out that the chapters were written with the volunteer tutor in mind. An attempt was made to keep the language simple and the suggestions specific. However, there are bound to be certain terms and concepts that require further explanation. Where possible, the volunteer tutor should seek the assistance of experienced teachers or reading specialists if further clarification is needed. Directors or coordinators of volunteer programs ought to take the time to properly introduce and explain the key features of the handbook to the tutors. It is hoped that the volunteer tutor will extract what is specific and meaningful for him. Certainly, the tutor cannot digest the entire book at one sitting; perhaps he will find something new and helpful at each reading.

Eight reading specialists from various sections of the country contributed their expertise to the handbook. Each concentrated on his own area of specialization and included those techniques and materials he considered most essential. Editor Rauch reports that while efforts were made to achieve continuity and unity of purpose, the style and contribution of individual authors have been retained.

The reader will agree that the book has continuity and unity of purpose, undoubtedly a result of careful editing and, the quality of the author contributions. Thanks must also go to Rita Gold and Julia Higgs, supervisors of volunteer tutor programs on Long Island, who contributed the practical results of their experience to this publication.

H. Alan Robinson, *President*
International Reading Association
1967–1968

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

CONTENTS

Foreword iii

An Overview vii

A Glossary of Terms ix

1 What the Volunteer Tutor Should Know About Reading Instruction *Sidney J. Rauch*

9 The Tutor-Student Relationship *Thomas J. Edwards*

17 Diagnosis of Reading Difficulties *Richard L. Carner*

34 Basic Teaching Procedures *Samuel S. Shohen*

46 Teaching Word-Recognition Skills *Harry Singer*

60 Teaching Comprehension Skills *David L. Shepherd*

69 Organizing the Volunteer Tutor Program *Leonore Sandel*

86 Helpful Materials for the Volunteer Tutor *Lillie Pope*

96 Materials for Adult Basic Education *Edward G. Summers*

AN OVERVIEW

THIS HANDBOOK is designed for tutors who will be working with children, adolescents, or adults. In most instances, the principles, practices, and materials described are directed to the junior high and senior high school student or dropout who requires special reading help. However, application of techniques can be made to adults or to youngsters who are in the intermediate grades. The most important thing is that help be given.

Though the writers have described practices that have been successful in volunteer programs, there is no "best" method. Whatever method or technique helps the student is the "best" method. One must rely on the intelligence, sensitivity, and ingenuity of the tutor to reach those who are in need. Motivation and assurance of success are basic to all volunteer programs.

A brief description of the contents of this handbook follows: Chapter I stresses the basic principles of good reading instruction and a suggested training program for tutors. Also included are some techniques of counseling that can be adapted by the tutor, plus some recommended teacher-training texts.

Chapter II discusses the all-important aspects of understanding the person who seeks help. This person is different; and, according to Edwards, "you must accept and respect the 'cultural cocoon' in which he has grown up, even though it contrasts sharply with your own."

Chapter III takes one to the first important instructional step—the diagnosis of reading difficulties. No one can plan an effective program without knowing the reading strengths and weaknesses of the student. Carner suggests some practical approaches to diagnosis, both formal and informal. Included is a most helpful informal reading inventory.

In Chapter IV, Shohen describes some functional reading activities that should stimulate the reluctant reader. Also included are detailed descriptions of the "Language-Experience Approach" and the "Directed Reading Activity." These are two reading methods that have proved their worth through the years and can be adapted by the volunteer tutor.

Singer in Chapter V discusses that important foundation of the reading process—word recognition. Basic principles, lesson planning, and a suggested sequence for teaching word recognition techniques are included.

The need to improve comprehension in reading is covered by Shepard in Chapter VI. Six basic comprehension skills are analyzed, and specific suggestions are given for the development of these skills.

Chapter VII provides some specific suggestions for the organization of volunteer tutor programs. Sandel includes representative application forms, sample lesson plan outlines, and contact sheets to give structure to the program. Also included are detailed descriptions of three representative volunteer programs.

The important topic of materials is covered in chapters VIII and IX. Pope provides a complete listing of materials for the elementary and secondary level in Chapter VIII while in Chapter IX Summers furnishes a most comprehensive listing of materials for adult basic education. Both lists should provide an excellent source for the tutor who is trying to find the "right" instructional material for his student.

The writers believe that a careful reading of these chapters will provide greater insight into the reading process and make better tutors. However, the actual tutor-student instructional setting is the real test. The authors can only suggest and hope. The tutors must be realistic and practical. Whatever technique or material "reaches" the student is worth considering. Keep in mind the maxim, "If it works, it's good."

S. J. R.

A GLOSSARY OF TERMS

From "Volunteer Views," National School Volunteer Program, Public Education Association, January 1967

THE FOLLOWING DEFINITIONS are listed for those volunteers who may be hearing words and phrases applied in ways that will not be found in the dictionary. The definitions are given in specific relation to the way in which the terms are being used in school volunteer programs.

Auxiliary Personnel: All personnel within the school who are not licensed teachers but whose services are used to relieve the teacher and other professionals of noninstructional duties or to give special help to children. The term is used interchangeably with paraprofessionals and subprofessionals. It may refer to both paid and unpaid people.

Centralization: A concentration of authority and administration in a central headquarters.

Coordination: Acting together in a smooth, concentrated way for the accomplishment of common purposes.

Decentralization: Dispersion or delegation of functions, powers, and authority from central headquarters to regional or local people.

Educationally Disadvantaged: Referring to pupils from a home environment where formal books, language, cultural enrichment, etc., are minimal or nonexistent.

Enrichment: The use in the classroom or school of volunteers' special talents and skills; making available to school children educational, cultural, and recreational experiences not readily available through the schools.

Individual Help Programs: Services to children, usually on a one-to-one basis, in order to provide the motivation and experience necessary for achievement.

Inner City: The areas of a city which have a high concentration of poor housing and slum conditions.

Paraprofessionals: See Auxiliary Personnel.

Paid Aide: A paraprofessional; sometimes known as a school aide, a teacher's aide, an auxiliary aide, a classroom assistant, etc.

School Volunteer: Any unpaid person who offers services to children in or out of school in a school related program.

School Volunteer Program: Any school related program, involving unpaid volunteers from the general community, whose purpose is to help the schools meet the needs of children.

In-School Program. Volunteer program taking place in the school building during the school day.

Out-of-School Program. Volunteer program taking place out of the school building after school, in the evening, or on Saturday.

After-School Program. Volunteer program taking place in the school building after the school day.

Special Education Program: A program in which volunteers offer services to children who cannot be contained in a regular classroom; for example, the mentally retarded, the physically handicapped, the emotionally disturbed. (This term is also used by many educators to describe special programs that are part of the *total* educational program—with or without volunteer tutors.)

Subprofessional: See Auxiliary Personnel.

Tutorial Program. Service to young people, generally on a one-to-one basis, usually in secondary schools, concentrating on specific subject matter. The term tutorial program is sometimes used interchangeably with "individual help programs" on the elementary school level.

CHAPTER I

What the Volunteer Tutor Should Know About Reading Instruction

SIDNEY J. RAUCH
Hofstra University

THE AVERAGE volunteer tutor possesses qualities that are basic to the success of any reading program: 1) a desire to help, 2) enthusiasm for the program, 3) a liking for people, 4) time to devote to the program, and 5) a willingness to learn. While these qualities do not guarantee the success of any program, no program can be successful without these qualities as a foundation.

Albert Harris (*1*), a recognized authority in the field, has stated,

> The most important single characteristic of a good remedial teacher is his real liking for children. The liking must be genuine—children quickly detect the difference between a warm, friendly person and one who puts on a show of friendliness without really feeling that way. Appearance, dress, age, speech, theoretical knowledge, experience—all these are less important than a genuine fondness for children as they are, complete with their faults and annoying habits.

This most important single characteristic—a real liking for children—also applies to the adolescent and adult as well. In many instances, the understanding and sensitivity of the tutor to the problems of the adolescent or adult far outweigh that tutor's lack of knowledge about specific reading techniques. Many experts, in evaluating new reading techniques, have often wondered whether the improvement has been due to the new techniques or method or to the amount of individual attention and interest given by the teacher to the child or adult.

But "love is not enough." Volunteer tutors must have some understanding and training in basic instructional techniques. They must also realize that there are serious limitations to what they can and cannot do. Thus, it is recommended that each volunteer tutor have at least ten hours of instruction (preferably in three to five

sessions) under the supervision of knowledgeable personnel. One realizes that this recommendation is not always possible to fulfill, but it is made with the hope that certain standards will be met. Where possible, the training sessions should consider the following topics:

1. Basic principles of reading instruction
   A. The nature of the reading process
   B. Why pupils succeed or fail in reading
   C. Expectations and limitations of the volunteer tutor
2. Simple Diagnostic Techniques (see Chapter III)
   A. Use of basic word lists
   B. Informal graded paragraphs
   C. Phonetic inventories
3. The Fundamentals of Reading
   A. Word recognition techniques
   B. Basic comprehension skills
4. The Study Skills (with application to specific, immediate problems)
   A. How to locate information
   B. How to evaluate information
   C. How to organize information
5. Personal or recreational reading
   A. Recognition and understanding of reading interests
   B. Sources of "high-interest, low-vocabulary" books (see Chapters VIII, IX)
   C. Use of the library
6. Case Studies
   A. Descriptions of persons who seek help
   B. Representative cases to show what can be done
   C. Analysis of successful aspects of instruction
7. Representative Lessons (see Chapters IV, V, VI, VII)
   A. For word recognition activities
   B. For comprehension skills
   C. For study skills
   D. The directed reading activity
8. Methods and Materials
   A. Programed materials
   B. Initial Teaching Alphabet
   C. Laubach method
   D. Language—experience
   E. Word games

The following basic principles of reading instruction should be kept in mind as the preceding topics are covered in training sessions.

1. Learning to read is a complex process, and no one has been able to describe the best method for teaching children or adults to read. Too many different factors are involved—intellectual, emotional, social, and physical—for any one method or procedure to fit all individuals. Therefore, one must be flexible in his approach, and his methods must take into account the needs and interests of the student.

2. Reading is more than the ability to pronounce words correctly. Gray (2) emphasized that there were four main components in the reading process: word perception, comprehension of the ideas represented by the words, reaction to these ideas, and assimilation or integration of the ideas with previous knowledge or experience.

3. The more experiences an individual brings to the printed symbol, the better are the chances for reading improvement. Thus, it is important for the tutor to take advantage of the reader's background and relate it to the printed word. The language-experience approach (described in Chapter IV) will frequently prove helpful when the average textbook or workbook fails to motivate the student.

4. Successful instruction is based on careful diagnosis of the individual's academic and emotional needs. While the volunteer tutor is limited in this area, diagnosis of word recognition techniques and comprehension skills should be emphasized. Selected word lists and graded paragraphs (for testing comprehension skills) can be used by the volunteer tutor.

5. Marion Monroe, coauthor of *Foundation for Reading*, once spoke of the 3 R's of remedial reading—namely, relationship, release, and reeducation.

   One must remember that the "average" remedial reader is a frustrated individual. In all probability, he has been frustrated for years in his attempts to improve his reading. He needs to feel that he is being given a fresh start and that he is not being prejudged. So the first important step is the *relationship* of mutual respect between tutor and student. The *release* means that the student is relaxed and secure enough to devote his mental, emotional, and physical energies to the task at hand, i.e., learning to read. The *reeducation* stands for the teaching process which can only be successful if the previous 2 R's have been established.

6. There is need for a fresh and different approach to reading instruction. The usual reading texts and phonics workbooks represent symbols of failure to the student. He probably has had some remedial instruction (without success) and needs a new approach and different materials. One of the most frustrating things that can happen to a tutor is the remark by the student, "I've had that before."
7. Begin teaching at the student's instructional level or below. This principle involves an understanding of the concepts of *instructional level*, *frustration level*, *independent level*, and *hearing capacity level* (see Chapter III). Thus, one session should be devoted to the theory and use of the informal reading inventory. (For purposes of informing the volunteer tutor, the following references should be considered: *Foundations of Reading Instruction* by Emmett Betts, American Book Company, Chapter 21; *Graded Selections for Informal Reading Diagnosis* by Nila Banton Smith, New York University Press; and *Guiding the Reading Program* by H. Alan Robinson and Sidney J. Rauch, Science Research Associates, Chapter 7.)
8. Assignments should be brief, concrete, and well motivated. Opportunities for success, particularly during the first two or three sessions, should be available and evident to the student. The student must see evidence of progress or the program will have another dropout.
9. The tutor's attitude must be an encouraging and optimistic one. His enthusiasm can be contagious and the student will respond better if the general instructional atmosphere is an optimistic one.
10. Remedial instruction in the volunteer program has many of the aspects of a good counseling situation. A very helpful summary of the basic techniques of counseling that can be adapted by volunteer tutors is presented by Otto and McMenemy (3). This listing is reprinted with permission of the authors and publisher:

    1. Drop the authoritative teacher role. Be an interested human being.
    2. Communicate by transmitting attitudes and feelings. Do this by being real; it is more effective than simply to use words.
    3. Arrange the physical setting so as to be close to the pupil. Do not sit behind the desk, but rather share the desk by having the pupil sit at the side. This is a technique that good remedial teachers have long applied.
    4. Talk only about one third of the time when the pupil discusses his problems. This gives him the opportunity to do most of the talking and shows that you are interested.
    5. Ask questions that cannot be answered with yes or no. Instead of saying, "Do you like to read?" say, "What do you dislike about reading?"

6. Ask questions using the declarative tone of voice. Otherwise you may sound like an interrogator.
7. Do not interrupt the pupil when he is talking. This communicates that what he has to say is important. However, if he digresses from the subject, focus him back on the subject by saying, "How does this apply to the subject we started talking about?" or "What does this mean to you?"
8. Give the pupil silence in which to think. Realize that there will be periods of silence during which the pupil is thinking. This take practice, for in normal conversation silence produces a feeling of awkwardness.
9. Move the focus from intellectual thought to emotional feelings when feelings are being discussed. Ask such questions as, "What does this mean to you?" and "How did you feel about that?" (See the following three techniques.)
10. Observe and interpret nonverbal clues. Notice when the pupil moves his body or cries or drums his fingers. It is important to understand the relationship between his nonverbal clues and the subject being discussed.
11. Be alert to notice a change in the rate of speech, a change in the volume of speech, or a change in the pitch or tone of the voice. Such changes may indicate that there are emotional feelings connected with the subject being discussed and that the subject needs further exploration.
12. Point out what is currently happening. Say, "I notice your eyes are moist. What kinds of feelings do you have?"
13. Use brief remarks. Do not confuse the pupil with long, complicated questions or comments.
14. Pause before talking. The pupil may wish to make additional remarks; a pause of a few seconds enables him to continue.
15. Don't give lectures on ways to behave. Ask the pupil to suggest alternatives and let him make the decision. Help him to examine the consequences of his alternatives. Information, possibilities, and alternatives may be presented, but only for his consideration. There is a big difference between telling a person what to do and suggesting alternatives.
16. Avoid talking about yourself and your experiences. Do not use "I" and avoid personal anecdotes. Focus on the pupil and *his* problems.
17. Clarify and interpret what the pupil is saying. Use such remarks as, "It seems to you that your mother wants you to go to college." At other times, make a summarizing remark. But make these brief interpretations *after* the pupil has presented his ideas.
18. Do not be alarmed at remarks made by the pupil. Instead focus on the reason behind what was said or done.
19. Do not reassure the pupil that things will be all right. This will be recognized as superficial. Look for ways to demonstrate change and progress.
20. Do not make false promises. Instead communicate a feeling for the pupil and a desire to see and understand his problem; but do not appear to be overly concerned or to assume his problem.
21. Do not make moralistic judgments. Instead focus on what is behind the pupil's behavior; ask yourself, "What is there about this person that causes him to behave in this manner?" As a remedial teacher, do not blame the student for his failures; try to understand why he has failed.
22. Avoid undue flattery and praise. Instead focus on why the student asks for an undue amount of praise. If a pupil constantly asks such questions

as "Do you like this dress?" say, "Yes, but why do you ask?" or "Do *you* like it?"

23. Do not reject the pupil through your remarks or nonverbal clues, but instead attempt to accept him. Try not to show impatience; do not threaten or argue; guard against any act that might appear to belittle.

24. Refer "more serious" cases. A more explicit definition of "more serious" cases cannot be given here. The remedial teacher must sense his own limitations and seek additional help when he seriously questions his own competence.

Summary

The volunteer tutor for the most part is not a trained teacher, reading teacher, or reading specialist. He may possess essential intangibles (desire, zeal, understanding), but he is not a trained technician. In many instances he will be working with children, adolescents, or adults who require the services of a reading specialist with advanced training, but such services are not available. Can one afford to do nothing or just wait around hoping for the skilled teacher to appear on the scene? The answer is an obvious "No." There are hundreds of thousands of individuals who need help, and the only persons who can offer this assistance are volunteer tutors. One must attempt to make the most of these dedicated people who have offered their services. But one must supply them with some background and training. It is the hope that this handbook will furnish some of the answers.

A Basic Reading List for the Volunteer Tutor

The basic criterion used in the preparation of this list was "Will this book provide immediate, practical help for the reader?" It is not expected or recommended that the volunteer tutor read every book or most of the books on this list. That is not the purpose of this list. However, these books can be important sources of information for the problem or topic at hand. For example, the volunteer tutor should be familiar with the tables of contents of these books. Thus, if he is interested in word recognition techniques, he can read more thoroughly those chapters which deal specifically with methodology and materials. If, on the other hand, he is looking for diagnostic procedures and tests, he will examine in a more diligent manner those tests which cover that topic. In addition, this list can be helpful for those individuals or groups who wish to build a professional library for their tutors.

1. *Guiding Principles and Procedures for the Volunteer Tutor*

Janowitz, Gayle. *Helping Hands: Volunteer Work in Education*. Chicago: University of Chicago Press, 1965.

Larkin, Kathleen. *Manual for Volunteers Who Interview*. Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, Illinois 60602.

Mergentine, Charlotte. *School Volunteer Reading Reference Handbook*. School Volunteer Program, 125 West 54th Street, New York.

Pope, Lillie. *Guidelines to Teaching Remedial Reading to the Disadvantaged*. New York: Book-Lab (1449 37th Street. Brooklyn 11218), 1967.

Sleisenger, Lenore. *Guidebook for the Volunteer Reading Teacher*. New York: Teachers College Press, Columbia University, 1965.

2. *Reading Skills*

Botel, Morton. *How to Teach Reading*. Chicago: Follett 1962.

De Boer, John J., and Martha Dallman. *The Teaching of Reading* (rev. ed.). New York: Holt, Rinehart and Winston, 1964.

Ellison, Douglas A., Phillip L. Harris, Larry W. Barber, and Renie B. Adams. *Ginn Tutorial*. Boston: Ginn, 1968.

Gray, William S. *On Their Own in Reading* (rev. ed.). Chicago: Scott, Foresman, 1960.

Harris, Albert J. *How to Increase Reading Ability* (4th ed.). New York: David McKay, 1961.

Heilman, Arthur W. *Phonics in Proper Perspective*. Columbus, Ohio: Charles E. Merrill, 1964.

Heilman, Arthur W. *Principles and Practices of Teaching Reading* (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1967.

Karlin, Robert. *Teaching Reading in the High School*. Indianapolis: Bobbs-Merrill, 1963.

Kottmeyer, William. *Teacher's Guide for Remedial Reading*. St. Louis: Webster Div., McGraw-Hill, 1959.

Lee, Dorris M., and R. V. Allen. *Learning to Read Through Experience* (2nd. ed.). New York: Appleton-Century-Crofts, 1963.

Otto, Wayne, and David Ford. *Teaching Adults to Read*. Boston: Houghton Mifflin, 1967.

Otto, Wayne, and Richard McMenemy. *Corrective and Remedial Teaching: Principles and Practices*. Boston: Houghton Mifflin, 1966.

Spache, George D. *Reading in the Elementary School*. Boston: Allyn and Bacon, 1964.

Strang, Ruth. *Diagnostic Teaching of Reading*. New York: McGraw-Hill, 1964.

Strang, Ruth, Constance M. McCullough, and Arthur E. Traxler. *The Improvement of Reading* (4th ed.). New York: McGraw-Hill, 1967.

Tinker, Miles A., and Constance M. McCullough. *Teaching Elementary Reading* (2nd. ed.). New York: Appleton-Century-Crofts, 1961.

Wilson, Robert M. *Diagnostic and Remedial Reading for Classroom and Clinic*. Columbus, Ohio: Charles E. Merrill, 1967.

3. *Diagnostic Tests*

Adult Basic Learning Examination (ABLE). New York: Harcourt, Brace and World, 1967.

Botel, Morton. *Botel Reading Inventory*. Chicago: Follett, 1961.

Burnett, Richard W. *Basic Reading Inventory*. Bensenville, Illinois: Scholastic Testing Service, 1966.

Dolch Basic Sight Vocabulary Cards. Champaign, Illinois: Garrard.

Jastek, J. F., S. W. Bijou, and S. R. Jastek. *Wide Range Achievement Test* (rev. ed.). Guidance Associates, 1526 Gilpin Avenue, Wilmington, Delaware.

McCracken, Robert A. *Standard Reading Inventory*. Bellingham, Washington: Pioneer Printing, 1965.

Spache, George D. *Diagnostic Reading Scales*. Monterey, California: California Test Bureau, 1963.

REFERENCES

1. Harris, Albert J. *How to Increase Reading Ability* (4th ed.). New York: David McKay Company, 1961, 280.
2. Gray, William S. *On Their Own in Reading* (rev. ed.). Chicago: Scott, Foresman, 1960, 10-12.
3. Otto, Wayne, and Richard A. McMenemy. *Corrective and Remedial Teaching: Principles and Practices*. Boston: Houghton Mifflin, 352-354.

CHAPTER II

The Tutor-Student Relationship

THOMAS J. EDWARDS
Science Research Associates

SO YOU'D LIKE to become a tutor, but you're not certain exactly what is involved. You've had no teaching experience, and you're not sure what to expect if you do eventually find yourself in a tutoring situation. Precisely what should a tutor do?

Or perhaps you are already a tutor who is feeling his way and doesn't know if what he is doing is likely to be helpful to his pupil. You have a willing "subject," but you don't want to let him down. Also, you want him to succeed—whatever his goals are.

Either in the case of the tutor who is on the verge of getting a student or in the case of a tutor who is floundering, there are a number of things that should be considered and understood. True, there are many books on "remedial education" or "remedial reading" that have been written by professional educators and psychologists, but these publications tend to be technical and are not really designed for people like you who haven't had special training and who, therefore, don't even know most of the jargon of these specialists.

The purpose here is to get the show on the road so that you and your student can begin to operate. You need to know what the needs of your student are and how to help him cope with them.

Your student will need help in two areas of equal importance. One has to do with *feeling better about himself* and, thereby, getting a new lease on life. He has probably experienced a lot of failure. That's why you're working with him. And he's probably a member of some minority group and has had strikes against him even before he began in the first grade. He may be an American Negro or an American with a Spanish-speaking background or an American Indian or maybe a white from Appalachia or the deep South. Re-

gardless, he probably feels culturally different from the mainstream of American life and somewhat out of things. He doesn't feel that he belongs: His language (or dialect) is different and his experiences have been different. He's different, and these differences are mainly responsible for his failure. You must know his background. And you must accept and respect the "cultural cocoon" in which he has grown up, even though it contrasts very sharply with your own. He will not trust you in the beginning; and, therefore, you must demonstrate the fact that you are his "buddy," despite these cultural and linguistic differences.

If your student is "culturally different," you may really be the first and only person from the mainstream who ever has or ever will help him gain entry into this mainstream of American life: his first and last chance!

While needing your support in his feelings about himself, the student will also need help in the second area—that of academic skills, the things that are taught in school. But these things, in turn, are based to a great degree on what the student learned before he came to school and the supplementary support that he received at home.

Actually, however, there are two additional problem areas that you should know about, although you can do very little—if anything—about them. These problem areas have to do with *native intelligence* and *constitutional* problems.

As far as one can determine, intelligence has to do with the capacity with which a person is born that enables him to learn, to reason, to solve problems, to be creative, and to do all the other things that an "intelligent" person is expected to do. However, there are many people who are unable to do the things that one expects intelligent people to do but who could have if their environment had provided the groundwork and the stimulation needed for the development of intelligent behavior. So there are people—like many students—who don't *seem* to be intelligent but who have latent intellectual capacity that has remained untapped. One of your major responsibilities, therefore, is to tap or unleash this intellectual capacity in order to help your student realize maximum academic achievement and productivity.

The primary point is that one doesn't really know enough to be able to differentiate between those individuals who are deficient in native ability and those who have grown up under the disadvantage of having been culturally different. Hence, we must respond to all students as if they are bright and will "come around" if we are clever enough to release them. They must have the benefit of the doubt.

There are also constitutional problems: Children who are born bright or normal but who have some kind of special deficiency that seems to keep them from special kinds of learning. Learning to read is one of these. There may be very little that you can do for these kinds of individuals. However, you must not assume that your student falls in this category and, therefore, throw up your hands before you have done everything within your means to help him.

The essential point is that when working with a student one must assume that he is equipped to learn but has failed because not enough attention has been paid to his special learning needs that stem from the kind of experiences he has had or has not had. It's not hereditary but environmental. And if one is creative and clever and compassionate enough, one will be able to reverse the effects of these negative environmental influences.

The Feelings of a Student

How does a student feel about himself? He probably feels that he has no significant place in society. This opinion may have developed because he is a member of a minority group or because his family has instilled this feeling in him or both. He also probably feels that he will never achieve very much because he has been convinced that he can't and also because he has never achieved much so far. If this be the case, he will not be motivated to achieve and will have given up by the time he comes to you for tutoring. *He needs success, and he needs someone who will provide and recognize success for him.* A good tutor will recognize these manifestations of "failure expectancy" and handle them by providing encouragement, easy learning tasks, and success.

You may be from an ethnic group that is different from your student. He may see you as a member of the very group that has rejected him all of his life. If this be the case, you must reassure and accept him. But this task must not be done as if you are stooping or condescending to him, to his level, or to his ethnic group. He would sense this approach and would reject you for it. Rather, be as natural and as honest as possible. Recognize, too, that you may have "hang-ups" that may make it difficult for you to see your student as a bright, normal, deserving human being. Tutoring may indeed be a learning situation for *both* of you!

This you must remember: In your "diagnostic getting acquainted" with your student—your constant diagnosis en route—you must be sensitive to the feelings that he brings with him. And you must accept and handle them. If you don't, none of the teaching techniques that you attempt will amount to very much.

Your student will come to you armed with many strengths but also with many fears and self-doubts. Recognize, encourage, and develop his strengths, and help him gradually to dispel his self-doubts.

His feelings and his self-concept *must* be considered and dealt with if you ever expect to be a truly effective mentor who will help him realize the self-fulfillment of which he is probably capable.

Why Hasn't the Student Already Achieved?

As was mentioned previously, a student is not likely to achieve if he has the kind of a self-concept that tells him: "Hell, I can't make it. I'm too dumb. I ain't never achieved before an' there's no reason to think I can now. But, maybe if somebody helps me realize that I can . . . ." At this point the tutor enters to help him realize that he can.

It might be helpful to you to take a look at the background factors that are likely to keep a normally intelligent person from achieving.

Experience. Many youths from elementary school up to college who need to be tutored have had very limited or very specialized experiences. And these have not been the experiences that help one make it in school or on the job. An Appalachian boy who is an expert at trapping and skinning may never have seen a skyscraper or an elevated train or even an airport. Or a Negro boy from rural Mississippi or from a Harlem ghetto may similarly have had very limited experiences.

As the sensitive tutor practices constant diagnosis en route, he must be on the lookout for these gaps in experiences and provide for them. They can be firsthand experiences or vicarious, secondhand experiences.

Mediation. It is probable that your student has never had enough of the right kind of direction or assistance in his attempts at learning from the very start. This kind of guidance in the learning situation might be called "mediation." In the earliest days of a child's life, this mediation is generally provided by parents or older siblings. They talk to the child, explain things, answer his questions, pose questions to him to make him think, read to him, and expose him to ever-increasing amounts of language. This kind of mediation helps the young learner make sense out of the raw data of his experiences. And in the process he learns to perceive and interpret with greater precision and develops the language tools to help him communicate about new experiences and new understandings or concepts. The question is whether your student has had enough of this

mediation to stimulate his thinking skills and his language development?

When the child enters school, the teacher begins to assume responsibility for continued and somewhat more formal and organized mediation in the expansion of thinking and language and in the acquisition of additional information or concepts. However, if your student grew up in an environment that was considerably different from the average and did not have the amount or kind of mediation necessary for school success, he probably encountered immediate and continued difficulty in school. And many teachers from middle-class backgrounds, as well as some who have "graduated" from like backgrounds, often are not sensitive to the learning problems that are caused by cultural difference. So the problem continued until now you have stepped into the role of mediator as the learner's tutor.

Repertoire of Concepts. You are trying to explain something new to your student—a new concept. He has trouble understanding it. Why? It is quite possible that he doesn't already have the *prerequisite background of conceptual elements* to help him understand the new concept that you are trying to teach him. It is rather difficult to teach a somewhat complicated concept like "topography," for example, to a ghetto-dwelling boy who has never seen a mountain or a plateau or an ocean.

In the event that your student has such a concept deficiency, it is necessary for the tutor to be constantly on guard to sense these missing concept pieces and fill in the gaps before attempting to teach something new. Again, it's a matter of continuous diagnosis during the tutoring situation and taking care of learning problems as they arise. The effective tutor-mediator practices this diagnosis en route and provides for all of the learning needs that are evidenced; then the student begins to succeed.

Oral Language Facility. Language is the major medium through which learning takes place. A learner *listens* to language as new information or concepts are being taught to him. He *speaks* in his attempts to demonstrate what he has learned or to raise questions for further clarification. He spends much time *reading* to expand further his repertoire of knowledge or concepts from information contained on the printed page. And he *writes* for the purpose of indicating that he has learned or to communicate new ideas or feelings of his own.

Facility in handling oral language—listening and speaking—is rather essential to success in written communication—reading and writing. In working with your student, you should be assessing his oral language facility continuously. This assessment is based on a

number of specific questions that you should keep in mind. It might be helpful to list them:

1. Does the student have the necessary *information* or *concepts* required for communicating in an oral language situation? It is difficult to communicate if you have nothing to communicate about.
2. Does he have the *vocabulary* or *spoken labels* for the concepts that he may already have learned? He may either be lacking this vocabulary or he may have learned different labels for a given set of concepts because he has grown up in a special language environment with its own dialect.
3. Has he developed the *auditory perception* that would enable him to grasp and reproduce the speech sounds of so-called standard American English? One *learns* to perceive the speech sounds to which one has become accustomed. When one encounters unfamiliar speech sounds, one tends to distort them in the perceptual process and change them somewhat so that they fit more comfortably into the more familiar speech-sound system. Hence, an individual from a Spanish-speaking background may not be accustomed to perceiving or pronouncing the short *i* sound, as in the word "hit," because that sound is not within his speech-sound system. Consequently, he *mis*perceives it and pronounces it "heet." This kind of a problem with auditory perception will not only result in *distorted pronunciation* but may also cause *problems in sounding out new words in reading* and in representing spoken sounds in spelling situations.
4. Has the student reasonable mastery of *syntax* or the way one customarily puts words together in sentences? Again, because of the dialectical cocoon in which the individual may have grown up, he may have become accustomed to a different syntactical system from that of standard American English. This difference may reflect itself in both his spoken and written English and may also cause him some difficulty in comprehending when he listens to or reads standard English.
5. How about the student's *language usage*? This area deals with points of traditional English grammar. Although various dialects permit perfectly adequate communication within a given linguistic environment, marked deviation from grammatical standards may cause a breakdown in the communicative process. Further, the user of nonstandard language may be ridiculed, stigmatized, ostracized, and penalized in academic situations as well as in the job arena.

A significant function of the tutor, therefore, is to make constant assessments of the student's oral language facility. Attempts to help

the student become proficient in handling standard American English must be casual so that the individual does not become self-conscious or inhibited to the point that he simply refuses to communicate. His dialect is not bad—only different. He should feel free to continue using his own dialect whenever it is appropriate but should know when it is not appropriate and should have language options open to him.

Reading and Writing Facility. This is the area—written language—in which there is likely to be the greatest amount of emphasis in most tutorial programs. This work is indeed important but must be seen as only one aspect of a total cluster of needs that a given individual is likely to have. And the tutor must realize also that difficulties with reading and writing might stem from one or more of the problems mentioned previously in this chapter. Hence, it is imperative that the tutor see the interaction among a complex of needs and remain alerted simultaneously to as many as possible.

Regardless of the age of a student, he may manifest specific reading and writing difficulties characteristic of all age levels. The tutor must recognize the fact that reading and writing comprise a complex of interrelated abilities, and he must be prepared to diagnose and remedy diversified difficulties as they arise in the tutoring situation.

Authors of other chapters within this book deal with specific techniques for handling reading problems. However, it might be helpful here to point out in a fairly orderly sequence the types of problems that you are likely to encounter in working with your student. Again, this material might be presented most effectively in the form of questions that you should ask yourself as you are tutoring:

1. What about the student's *attitudes*? Is he suffering from the cumulative failure that finally brought him into the tutorial situation? Is he expecting more failure? Has he come to fear tasks that involve reading and writing? Does he, therefore, need your support and encouragement as you teach him specific skills and provide him with learning tasks that will yield success?
2. What *background factors* are conspiring against his success in reading and writing? These were mentioned previously and included the following: background of *experience;* repertoire of *concepts* that are derived from experience through *mediation; oral language facility* that would include vocabulary, auditory perception, syntax, and language usage.
3. Can he *read* well? Reading itself is complex. Hence, one should ask a number of subquestions about the student's reading ability:
   a. Can he recognize whole words quickly and easily and accurately as soon as he encounters them?

b. When he comes upon a word that he does not recognize, does he have the word-analysis skills necessary to translate it into its spoken counterpart?
c. Even if he has no difficulty recognizing and pronouncing printed words immediately, can he comprehend the meanings of sentences, paragraphs, or longer selections? Or, more specifically, can he not only understand what the author states but also draw inferences, evaluate what the author has stated, and formulate his own conclusions?

4. What about your student's writing ability? This, too, is a complex act.
   a. Does he have precision in vocabulary, syntax, and language usage?
   b. Is his spelling accurate?
   c. Does he organize larger idea units well?
   d. Does he employ logical reasoning in presenting ideas?

Currently, there are numerous points of view concerning the most effective ways of teaching communication skills. In working with your student you may have to evaluate and select that method which seems to work best for the two of you. You may even want to combine two or more methods. But the important thing to remember is that you will have to consider the variety of needs that your student will have beyond reading and writing—the ones mentioned previously here—and provide for as many of them as possible.

Concluding Comments

If there is any single magic ingredient in the tutor-student relationship, it lies in the relationship itself. The cumulative failure that the student will have experienced will be offset most effectively when self-confidence evolves from the awareness that—at last!—someone cares how well he does and is available to provide specific help. Even if you make some mistakes in your diagnostic evaluations or in your attempts at remediation, the genuineness and the consistency of your concern will carry you both over such humps. And it will be important to realize that your own native intelligence and creative attacks on the problems of your student will help you come up with certain innovative approaches that will be unquestionably effective.

Tutorial programs that are springing up all over the country are most important in salvaging much precious brainpower and helping many thousands of young Americans realize self-fulfillment. So be proud of your volunteer efforts and more power to you!

CHAPTER III

Diagnosis of Reading Difficulties

RICHARD L. CARNER
University of Miami

THE STUDENT has been enrolled; a tutor has been assigned; the relationship has been established; and now the teaching process begins. Where does one begin? That's the purpose of diagnosis. The major purpose of diagnosis is to pinpoint the strengths and weaknesses of the reading process as a basis for deciding what methods and materials should be used.

It is apparent that it does not require much skill or understanding of the reading process to determine if a person has a reading problem. The most unsophisticated tutor or lay person can quite easily detect an individual who has obvious word recognition problems or who does not seem to comprehend what he reads. To achieve an effective solution to a reading problem it is necessary to acquire detailed and specific information which will be of value in determining the methods and materials to be used. The success of an instructional program, whether for elementary pupils or adults, often reflects the time and care taken in the initial analysis of the problem.

Background Information

When a tutor takes on the task of working with a high school dropout or an adult who has a history of failure in reading, it is important that as much information be accumulated as is possible. Each reading problem represents a past that is unique. Therefore, it is important to gain some understanding about what experiences have led to success or failure. In every person and in every task there exists an expectancy for success or failure based upon past experiences. Most high school dropouts or adults with serious reading problems do not enter into reading with enthusiasm because of previous fail-

ures. The teacher, consequently, must be aware of the negative feelings held toward reading. This atmosphere makes it doubly important to know the best place to start in terms of what is to be taught and what approach should be taken.

A careful investigation may yield much significant information concerning a student's development and patterns of achievement in school. Most frequently school records are the primary source of information. Parents of recent school dropouts may also be of help in filling in informational gaps concerning the pupil. Basic areas of information may be summarized by a form such as the following. (This is a suggested form.)

CASE SUMMARY

Subject's name _____ Age _____

Grades Completed _____ Address _____

Phone _____ Occupation _____

Employer _____ Parents' Name _____

Phone _____ Age of Father _____ Mother _____

Schooling: Father _____ Mother _____ Other: _____

Father's Occupation _____

History of Reading Problems in Family: _____

_____

Medical History (if available)

Age when subject: walked _____ talked _____

Allergies? _____ Fevers? _____ Illnesses? _____

Accidents? _____ Visual problems? _____

Wears glasses? _____ Hearing problems? _____

Neurological examination? _____ Other: _____

Social and Emotional Development

Did subject get along well with other children in school? _____

Did he get along with his teachers? _____ Parents? _____ Siblings? _____

Was he a discipline problem in school? _____ Other: _____

Educational Background

Last grade completed _____ Number of schools attended _____
Grades repeated _____ Best subjects _____
Poorest subjects _____ Reading problem first noted _____
_____ What is current reading? _____
How much reading does subject do independently? _____
What was attendance record in school? _____

PREVIOUS EDUCATIONAL AND PSYCHOLOGICAL EVALUATIONS

Reading Test Results:	*Gr. level*	*%ile*	*Date(s)*
_____	_____	____	_____
_____	_____	____	_____

Achievement Test Results:	*Gr. level*	*%ile*	*Date(s)*
_____	_____	____	_____
_____	_____	____	_____

Intelligence Test Results:	*Verbal IQ*	*Perf. IQ*	*Total IQ*
_____	_____	_____	_____
_____	_____	_____	_____

Previous Remedial Instruction

Agency: _____ Duration: _____
Type of Instruction: _____
Results: _____
_____

Current Reading Level

Informal Reading Inventory: Frustration level _____
Instructional level _____
Independent level _____

Standardized Tests: (Name of Test)	*Gr. level*	*%ile*
_____	_____	____
_____	_____	____

Other Tests:

Summary of Problem:

_____

_____

_____

Program Recommendations:

_____

_____

_____

Standardized Reading Tests

The most widely used tests in schools are standardized group tests which provide reading grade levels and percentile ratings. Many of these tests measure vocabulary (word meaning) and comprehension while a few of them make provision for measuring reading rate. A rather complete list of such tests may be found on pages 532–537 in *Reading Difficulties: Their Diagnosis and Correction* by Bond and Tinker (Appleton-Century-Crofts).

Since it would do little good to use a college level reading test for adults who have a reading problem, the teacher should be careful to select a test which is at the appropriate level of difficulty. Quite reasonably, one would expect to find their reading abilities to be more in keeping with elementary grade pupils (first through sixth grades) rather than the average adult or college student.

A case in point is a high school student who visited the University of Miami Reading Clinic for diagnosis. Because he was seventeen years old and a junior in high school, a well-known standardized test was used for the initial testing. The results showed that he was reading on the 9.7 grade level—considerably below his actual grade level. However, in the course of administering a word recognition test it was discovered that he did not recognize all of the words at the *first reader* level. When asked how he was able to take the standardized test, he indicated that he had just filled in the spaces on the answer sheet. Subsequent diagnosis revealed an extremely severe reading problem. In terms of measuring his actual reading level the standardized test had *over*estimated it by more than eight years.

One of the disadvantages of many standardized reading tests is that they have a limited diagnostic value. Since the majority of

such tests involve silent reading, the tutor does not know the exact nature of the errors being made. It is not unusual to find students who achieve a relatively high comprehension score in spite of the fact that they have serious word recognition problems. The reverse situation also holds true. The real problems in reading may be overlooked if the reading teacher is only interested in the scores rather than in what an item analysis of the test reveals. Guessing is always a possibility where multiple choice questions are used, and most individuals add to their scores by guessing. The relatively high scores of standardized tests are widely recognized and should lead to a cautious interpretation of the results—particularly in establishing the basic instructional level of the individual.

The Adult Basic Learning Examination (ABLE), published by Harcourt, Brace and World, 1967, provides a promising approach in testing older individuals who have had limited schooling. These tests measure the areas of vocabulary, reading, spelling, arithmetic computation, and arithmetic problem solving. Level I is primarily intended for those whose ability would be from the first through the fourth grade levels while Level II may be used for those who would place between the fifth and eighth grades. Because the content of these tests is more mature, they are much more suitable for school dropouts and adults than the usual primary or elementary level achievement tests.

Individual Diagnosis

A thorough diagnosis of reading difficulties usually requires more information than can be obtained from standardized tests. As indicated previously, standardized tests can yield unrealistically high scores which could lead to questionable teaching objectives. One answer for this problem is to use an individual test that is standardized and yet provides a more detailed examination into various aspects of the reading process. Several such tests have been published and have been widely used in schools as well as in reading clinics.

One of the most useful tests of this type is the Durrell Analysis of Reading Difficulty (Harcourt, Brace and World) which measures oral and silent reading, word analysis skills, letter recognition, phonetics, listening comprehension, and spelling and writing difficulties. Graded passages allow an estimate to be made of oral and silent reading levels as well as performance in other aspects of reading. The examiner should be completely familiar with the administration of this test since it is necessary to make on-the-spot notations during the testing.

Another test which may be of value is the McCracken Standard Reading Inventory (Pioneer Printing, Bellingham, Washington). This test measures both oral and silent reading from preprimer through the seventh grade levels. Specific attention is given to aspects of word recognition and word analysis skills as well as comprehension in oral and silent reading. Like the Durrell Analysis of Reading Difficulties this inventory also provides standards which determine an individual's reading level.

However, teacher-made informal inventories have been successfully used for many years to determine the independent, instructional, and frustration levels in reading. It is important to determine as accurately as possible what these levels are for the individual in order to select the proper reading materials for instruction—particularly for the person who has a record of failure in reading.

Independent Level. This refers to that level of reading materials which can be handled by the individual on his own—without help from the tutor. It is necessary to know what this level is in order to provide books or articles for reading independently. It is apparent that the best of instruction will do little good if there is no positive reinforcement or practice in the skills that have been taught. Many, if not most, persons with reading problems have likely avoided reading since so much of it proved to be frustrating or had become associated with failure in school. The right combination of interests and materials at the proper level of difficulty will often serve to make reading a more pleasurable task and hence motivate the individual to read more.

Instructional Level. This is the level at which a student may, under supervision, read to extend his skills in word analysis and/or comprehension. Successful instruction is more likely to take place if the reading materials are neither too easy nor too difficult for the reader. Again, knowledge of the instructional level will help eliminate the guess work in selecting appropriate materials for instruction.

Frustration Level. This is the level which is too difficult for the student. It is obvious that the tutor must avoid the use of reading materials which are too complex and frustrating. A fundamental need for all individuals who have serious reading problems is to prove to themselves that they *can* succeed in reading. It is highly doubtful that feelings of success will result from reading materials at the "frustration" level.

One of the major reasons for establishing the independent, instructional, and frustration levels is to pave the way for intelligent planning. When properly administered, the Informal Word Recogni-

tion Inventory and the Informal Reading Inventory will help the teacher focus upon the word analysis and comprehension skills that need immediate attention.

Informal Word Recognition Inventory

An important part of the total inventory is a simple test of sight words in isolation. This list may be a teacher-made one derived from books of a known reading level (such as basal readers) and should be representative of the vocabulary to be found in such books from the preprimer level through the sixth or seventh grade level. Usually each reader lists all the new words introduced at that level in the back of the book or in the teacher's guidebook. A random sample for a list of twenty representative words may be created by simply dividing the number of words required for the list into the total number of words available at a particular level. Thus, if there were 300 words in all, every fifteenth word would be selected. In general, proper names would be omitted with the word either preceding or following the proper name selected instead. *Administering the* IWRI: The first step in giving the word recognition test is to expose each word for approximately one-half second to determine if word recognition at a given level is automatic and accurate. Exposure may be accomplished by using an index card to expose and cover each word. If the word is known, the next word is exposed in the same manner until a wrong response is given or an unknown word is met. The word is then presented in an untimed way for analysis. The examiner should record all responses to the word for both the flash and untimed exposures.

There may be occasions when it is advisable to check on word meanings as well as pronunciations. This check will give the examiner some idea about the vocabulary level of the student being tested. Also, when the response is difficult to understand, the pupil should be asked to use the word in a sentence. The following suggested scoring system and word lists illustrate the kinds of errors which can be made and the method of recording and scoring such errors.

Notations for scoring

1. hesitation: h
2. incorrect response: –
3. correct response: ✓
4. correct word meaning: m+
5. incorrect word meaning: m–
6. correct sentence usage: s+
7. incorrect sentence usage: s–
8. unknown part: (p l) a n
9. known part: p l a n

Word List (2nd grade)	*Flash*	*Untimed*
1. stories	store	✓
2. fall	✓	
3. almost	about	✓
4. tail	✓	
5. fine	✓	
6. watched	watch	✓
7. steps	h	✓
8. sleds	✓	
9. king	✓	
10. circus	✓	
11. penny	✓	
12. nearer	✓	
13. lot	✓	
14. above	✓	
15. puppet	✓	
16. bought	brought	–
17. ten	✓	
18. couldn't	✓	
19. beauty	✓	
20. feather	✓	
Percent Correct	75	95

Word List (3rd grade)	*Flash*	*Untimed*
1. seat	✓	
2. among	along	✓
3. plans	✓	
4. popcorn	✓	
5. certainly	–	curtain
6. fawn	–	✓
7. float	–	flat
8. heart	h	–
9. feeding	✓	
10. bean	✓	
11. sleigh	sl–	✓

12. worth	world	✓
13. untruth	—	—
14. earth	✓	
15. giraffe	✓	
16. huge	—	—
17. decorated	—	—
18. sank	✓	
19. stubborn	—	st, st-
20. thick	✓	
Percent Correct	45	65

When the examiner finds that the untimed percentage score is less than 90 percent, it is necessary to drop to the next lower level or until all the words are pronounced correctly. In extremely difficult cases it is possible that some words may be missed even at the lowest levels tested. It is generally unwise to proceed with any list of words if the individual is obviously making more errors than correct responses. A sound approach is to begin at a relatively easy level and progress through more difficult lists until a score of below 90 percent is reached. An experienced examiner can reduce the amount of time required for testing by estimating the level at which to start. Quite frequently it is necessary to give only three or four different lists to establish the range of word recognition skills.

Informal Reading Inventory

Both oral and silent reading skills are determined by means of the Informal Reading Inventory. The inventory consists of short passages at various levels of difficulty which may be taken from books of known readability levels. The passages should be of sufficient length and content to obtain a good sample of word recognition and comprehension skills at each of the levels tested. The results of the Informal Word Recognition Inventory should indicate the level of passage which should be given first. Generally, this means the passage will be approximately at the level where the individual has scored at least 95 percent in the untimed word recognition test. The range of passages, particularly with older pupils, may extend over a number of grade levels until the examiner is satisfied he has found the independent, instructional, and frustration levels.

The test should contain two passages at each level—one for oral reading and one for silent. It is usually best to use a continuation

of the oral reading passages for silent reading since it will represent a more uniform difficulty level.

Administering the IRI. As in all good testing procedures, the examiner should make the individual feel at ease. The purpose of this testing may be explained as a means of helping him with his reading problems—much as a physician would diagnose a problem before writing a prescription. Disapproval or negative reactions to the responses of the student should be avoided since this attitude may result in a lower performance than the student is capable of making.

Making notations of reading errors as indicated, the examiner should administer the oral reading passages first. The reader must understand that he will be asked some questions following the oral reading.

Notations for scoring (suggested).

1. Phrases or word-by-word reading: vertical lines
   The | little bird | flew | away | from | its nest. |
2. Omitted words or parts of words: circle
   The little bird flew (away) from its nest.
3. Substitutions: write above the word
4. Additions: write in sentence
   black *little*
   The little bird flew away from its nest.
5. Repetition: wavy line indicates portion repeated ~~~
6. Pronounce word if hesitation is over five seconds: p
   (unknown proper names should not be counted as errors)
7. Punctuation: write X in appropriate place
8. Hesitatións (over two seconds but under five seconds): h

Numbers 2, 3, 4, 6, and 7 count as errors in which the percentage of accuracy for oral reading may be computed by dividing the number of errors by the total number of words in the passage. In addition to the errors which are counted, observational notes should indicate other symptoms of reading problems such as tension, nervousness, and evidence of visual, hearing, or speech difficulties. The comprehension score is the percentage of correct responses to the questions. The examiner should also be aware of the type of questions which seem to cause the most trouble (details, inferences, main ideas). In creating questions for the passages selected, the examiner should include questions which will reflect comprehension of the material rather than overemphasize the factual. Questions which may be answered by *yes* or *no* must be avoided unless a follow-up question asking "why" or "how" is used.

For high school dropouts it is very difficult to find passages at various reading levels which appeal to their greater maturity of interest. It may be necessary to use a readability formula to determine the difficulty level of passages taken from newspapers, magazines, or other sources. A number of such formulas are listed in *Research in the Three R's* (Hunnicutt and Iverson, Harper 1958, 176–213). However, for comparative purposes, several passages taken from basal readers (Scott, Foresman) are presented to illustrate upper second, fourth, and sixth grade level reading materials.

Oral Reading (upper second grade level) *124 Words*

MR. HURRY CHANGES THINGS

Mr. Hurry lived on a farm.
Behind his barn was a very tall hill.
Behind the very tall hill was a forest of maple trees.
In the maple forest was his hen house full of hens.
Each day Mr. Hurry went to the forest, taking food to his hens and water for them to drink. He had to go up the tall hill, down the tall hill, and into the maple forest. One day Mr. Hurry said, "Fiddlesticks! This trip really takes too long. I shall change things. I'll move this tall hill." Away he hurried to neighbor Black's. "Mr. Black," he said, "I need to move the tall hill by my maple forest. May I use your digging machine to move it?"

Questions

*Det. 1. Where did Mr. Hurry live? (on a farm)
Det. 2. What was behind his barn? (a very tall hill)
Det. 3. What kind of trees were in the forest behind the tall hill? (Maple trees)
M.I. 4. Why did Mr. Hurry go to the forest each day? (to take food and water to his hens)
Det. 5. How did Mr. Hurry get to the place to feed his hens? (up the hill and down into the forest)
I. 6. Why did Mr. Hurry decide to move the hill? (the trip was too long)
Det. 7. Why did he go to see Mr. Black? (to get his digging machine)
Det. 8. How did he plan to move the hill? (with a digging machine)
Percent Comprehension _____ Time _____

*Questions: I–inference; Det.–detail; MI–main idea

Silent Reading (upper second grade level) *95 Words*

MR. HURRY CHANGES THINGS

"I earn my living by digging ponds with my machine. Moving a tall hill will be easy work for my digging machine." He brought the machine to the road and told Mr. Hurry how to start it. "Look! he said. "Touch this and put your foot on that." "I see," said Mr. Hurry. "Now!" said Mr. Black. "I shall teach you how to drive this machine. And I shall teach you to work the big shovel." "Not yet," said Mr. Hurry. "Just let me learn to start the engine first." The two men changed places.

Questions

Det. 1. How did Mr. Black say he earned his living? (By digging ponds with his machine)
Det. 2. Where did he bring the machine to start it? (to the road)
Det. 3. What job can he do easily with his digging machine? (move a tall hill)
Det. 4. What did Mr. Hurry say he wanted to do first? (start the engine)
M I. 5. How does Mr. Black teach Mr. Hurry to use the machine? (touch this, put your foot on that)
I. 6. Why did the two men change places? (so Mr. Hurry could drive)
I. 7. What was the big shovel used for? (to dig off the hill)

Percent Comprehension_____ Time_____

Oral Reading (upper fourth grade level) *163 Words*

THE SEVEN DANCING STARS

A long, long time ago, when the world was young, a tribe of Indians dwelt in the midst of a forest. One day all the wild creatures disappeared from the forest as if by magic. Not even the most skillful hunter could bring home meat for the cooking pots.

The tribe roamed far and wide, seeking new hunting grounds.

But wherever they went, the animals vanished.

At last Chief Big Hawk called his tribe together. Briefly he related what the Great Spirit had made known to him.

"The Great Spirit will lead us toward the setting sun," Big Hawk said. "Far beyond towering cliffs is a lake, the

home of many beavers. There we shall find fish that leap into nets as eagerly as bees seek blossoms. Bear and deer grow fat in the forest. Our cooking pots will never be empty."

So once more the squaws gathered together their few belongings. At daybreak the tribe set out for the new hunting grounds.

Questions

Det. 1. What people lived in the midst of a forest, a long time ago? (Indians)
Det. 2. How do we know it was a long time ago? (the world was young)
I. 3. Why did the animals disappear so quickly. (could have been a fire, a draught, sickness; enemies may have killed them)
I. 4. What weapons were used for hunting? (bows and arrows, spears)
M.I. 5. Why did Chief Big Hawk want his people to leave this land? (so they could find fish and good hunting)
Det. 6. Who told Chief Big Hawk where to go to find good hunting and fishing? (the Great Spirit)
Det. 7. What did he mean when he said, "Our cooking pots will never be empty?" (that they would find plenty of food to fill them)
Det. 8. What time of day did they start their trip to the hunting ground? (at daybreak)

Percent Comprehension_____ Time_____

Silent Reading (upper fourth grade level) *189 Words*

THE SEVEN DANCING STARS

As the weather grew colder, the squaws of the tribe were busy preparing food for the coming winter. So the children were often left to find their own amusement.

One day Little Eagle, Big Hawk's eldest son, went with his seven brothers deep into the forest. There they came upon an open circle where the ground was as level as if it had been tramped upon by a thousand feet. The children gave no thought to how such an open place happened to be in the midst of a thick forest. They began a joyous dance.

Day after day they returned to dance in the mysterious circle, telling no one about it. One day as they danced, they heard a voice.

"Beware! Beware!" it called. "Strange things happen in this enchanted place."

Turning quickly, the children saw a tall, stern-looking figure. The stranger wore a robe of white feathers, and his long white hair shone like silver. "Leave this place," he warned the children solemnly. "Remember my words and never return."

The happy children paid no heed to the stranger's solemn warning. Instead, they went merrily on with their dance.

Questions

Det. 1. What did the squaws do to get ready for winter? (prepare food)
Det. 2. Describe the place the seven brothers found in the woods. (open circle, level, tramped on by a thousand feet)
Det. 3. Who went with Little Eagle deep into the forest? (his seven brothers)
I. 4. How did Little Eagle and his brothers feel about finding the circle? (happy, began a joyous dance)
M.I. 5. Why was this circle in the forest an unusual place? (very smooth, heard voice, voice said it was enchanted, stranger in white feathers spoke to them)
Det. 6. Describe who the children saw in the forest. (stern, tall, robe of feathers, etc.)
Det. 7. What did the stranger tell them to do? (leave this place and never return)
I. 8. Do you think the children should have continued dancing? (no) Why? (something bad might happen, etc.)

Percent Comprehension_____ Time_____

Oral Reading (upper sixth grade level) *146 Words*

MACHINE CRAZY

"Pa, stop!" young Henry Ford shouted, standing up in the farm wagon. "There's something I want to see—an engine without horses to pull it."

Henry and his father were face to face with an immense iron vehicle moving along by its own power. It was a steam engine and boiler mounted on huge wheels, with a water tank and coal cart trailing behind. As the clumsy monster bumped and rumbled down the road, sooty clouds of smoke and cinders billowed from the tall stack.

Henry jumped out of the wagon and darted across the road to the noisy machine.

"Say, mister," he cried, to the driver, "may I look at your engine?" The man pulled a lever and stopped the vehicle. "What makes it move? How does it work? What can it do? Where are you going with it?" Henry asked, all in one breath.

Questions

Det. 1. Why did young Henry Ford want his Pa to stop? (to see an engine without horses to pull it)

I. 2. How did Henry feel when he saw the strange machine? (excited)

Det. 3. What did young Henry do when he saw the engine moving along the road? (he jumped out of the wagon and darted across the road to the noisy machine)

I. 4. Do you think the driver knew Henry was curious? (yes) Why? (by the questions Henry asked the driver of the machine)

I. 5. Why did the machine "bump" and "rumble" down the road? (the road was unpaved, rough; machine was clumsy)

Percent Comprehension_____ Time _____

Silent Reading (upper sixth grade level) *50 Words*

MACHINE CRAZY

"Come on, Henry," Mr. Ford called. "Let's go!"

"Just a minute, Pa," Henry begged. "The man hasn't shown me how the steam is generated."

But Henry did not get a chance to find out. His father had already started the horses, and Henry had to run to catch up with the wagon.

During the next four years Henry grew increasingly dissatisfied with farm work. He felt that he must go to nearby Detroit, where he could learn all about engines. At last he attempted to explain his feelings to his father. "Pa, I don't know how to tell you," Henry said, "But it's just about the hungriest kind of feeling a fellow ever had."

"Now, son," Mr. Ford admonished. "This engine talk is a silly fad. Sensible people will soon forget it."

"Times are changing," Henry argued. "More and more things are being done with machines and being done better."

Questions

I. 1. Was Henry's father interested in engines? (no) How do we know this? (he started the horses)

M.I. 2. Why did Henry want to leave the farm and get to Detroit? (he wanted to learn about machines)

I. 3. What did Henry mean when he said he had the "Hungriest kind of feeling?" (he had to know more about machines, satisfy his curiosity)

I. 4. Was Henry satisfied with things as they were? (no) Why not? (thought machines would do things better)

Det. 5. What did Henry's father think about machines? (he thought they were a fad, silly)

Percent Comprehension_____ Time_____

Criteria for determining levels. The two major factors in deriving the independent, instructional, and frustration levels are word recognition, accuracy, and comprehension. These scores are determined for *each level* of the word lists and oral and silent reading passages which are used in the testing. The total word accuracy score is obtained by averaging the *untimed* word recognition score and the word accuracy oral reading score. The comprehension score is the average of both the oral and silent reading selections. These scores are entered in the appropriate places as illustrated in Figure 1.

On the basis of Figure 1, the following levels have been determined:

Independent —upper third grade level
Instructional—fourth grade level
Frustration —fifth grade level

Listening comprehension. An indication of the individual's capacity may be gained through a listening comprehension test. This test may be given by simply reading a passage of a known difficulty level and asking the pupil to answer the comprehension questions. The difference between the instructional level in reading and the listening capacity of the individual will provide some clue concerning the extent of deficiency that exists. Of course, this result will *not* substitute for the results from an individual intelligence test as an estimate of potential.

Summary

Many tests are available to help the tutor determine the needs of pupils in relation to specific skills in reading, the level at which effective instruction can begin, and the extent of their reading deficiencies. Both standardized and informal testing procedures are desirable, but the strengths and weaknesses of each should be thoroughly understood. Supplementing the test results with anecdotal records or check lists will also help the tutor establish specific teaching objectives for each pupil. Testing should never become an end in itself but, rather, should serve as a means of creating an effective instructional program.

Figure 1
Informal Reading and Word Analysis Inventory

Level	PP	P	1	1 2	2 2	1 3	2 3	4	5	6	7	8
% Flash					100	100	95	85	60			
% Untimed					100	100	100	95	85			
% WAOR					100	98	96	90	90			
Average					100	99	98	93	87			
Comp. Oral-%					100	90	90	85	75			
Comp. Silent-%					90	85	90	75	60			
Comp. Average*					A	B	A	B	D			
Total Score					100 A	99 B	98 A	93 B	87 D			

*Comprehension percentages are changed to letter equivalents: 90-100 = A; 80-89 = B; 70 79 = C; 60-69 = D; below 60 = E

CHAPTER IV

Basic Teaching Procedures

SAMUEL S. SHOHEN
Roslyn Public Schools, New York

THIS CHAPTER discusses basic teaching procedures that can be used by the volunteer tutor. Since individualized instruction is strongly recommended for older teenagers and adults, suggestions are made for teaching sessions involving a tutor and only one pupil.

Developing Functional Reading Skills

Will your pupil become an excellent reader? The odds are against it. Generally, people with a long history of reading problems do not become good readers—even with intensive and extensive tutoring.

Thus, your long range goal is to prepare your pupil for functional reading activities—the reading he has to do to function adequately each day:

- *Reading the newspaper* Your pupil should learn to read headlines, major news stories, want ads, general ads, TV and radio listings, etc.
- *Following directions* There are many daily situations where your pupil needs to read directions, i.e., how to run certain machinery at his job; how to assemble furniture, toys, and other items that are usually bought disassembled from stores; and how to fill in the various forms he gets (job applications; driver's license; and car owner-registration, health, and insurance forms).
- *Reading road signs and maps* Probably, your pupil wants to learn how to drive or may already be a driver and own a car. Knowing how to read road signs and maps can be very important to him.

It would be wonderful if you could encourage your pupil to read beyond these functional activities. Certainly you would like to see him dip into magazine articles, novels, and great literature of the past; but don't become discouraged if you fail. Your student never was a reader and probably will never become a mature reader. Be content if he learns to perform adequately in daily functional reading situations and pleased if he goes beyond this important point.

Lesson Plans

Plan your lessons. Although you might have to rearrange activities or capitalize upon incidental learning situations that you had not anticipated, you will get more mileage from the time you spend with your pupil if you are prepared with activities and materials for the instructional session.

Meet as often as possible with your pupil. Five days a week is ideal but often impossible. Two days a week is minimal; one day is better than nothing but is very limiting because there is little opportunity for reinforcing new learnings. Your chances for success increase with the number of times you can work with your pupil each week.

Limit your lessons to 45 minutes or an hour. It is wise to have your pupil wanting more than to have him bored. You can accomplish much in an hour. Remember: Your pupil has failed to learn to read for many years. If he is to succeed with you, do not overwork him, even though he might be highly motivated. The materials you select, the activities you provide, and the length of a lesson are geared to maintaining a positive attitude and insuring success.

Activities

One activity or many can be included in an instructional session of an hour or less. The number of activities you provide depends upon your pupil's attitude, attention span, and specific reading needs. No prescription can be written for you. Let your intuition be your guide as to how many activities there are and how long each is. One specific suggestion can be made: stop an activity whenever your pupil becomes restless.

You can find many good suggestions for activities in the teacher's guides and workbooks of elementary school basic readers. Although you might have to adapt some of the ideas for your older reader, you will find many activities you can use verbatim. The teacher's guides can also help you with sequence of skills and methods of reinforcing new learning.

A Typical Lesson

A typical lesson can include
a directed reading activity,
an activity for developing a specific word recognition skill, and
an activity for developing a specific comprehension skill.

Since the methods and materials for teaching word recognition and comprehension are discussed in later chapters, only the directed reading activity (DRA) will be presented here.

The DRA is the reading teacher's basic tool. By including one in each lesson, you help your student
develop concepts and vocabulary,
apply basic word recognition and comprehension skills, and
gain practice in typical functional reading situations which he will encounter outside class.

A DRA is conducted whenever you want your pupil to read an article, story, chapter, or any other material written at the *instructional level*. At this level the pupil needs help in reading the material. (If you need to give too much help, the material is probably too difficult for him.) Generally, a pupil is reading at his instructional level if in a diagnostic situation, *without any preparation*, he meets all of the following standards:

- He reads a selection orally and has trouble with only 1 or 2 words out of 20 running words.
- He reads a selection orally or silently and can answer 3 out of 4 questions asked.
- He reads orally in a conversational tone.
- He shows no tension in his silent or oral reading.

You will establish your pupil's instructional level during your diagnosis of his reading, which is discussed in Chapter III. Then you'll use materials at this level. Published instructional reading materials usually indicate the reading level. If you use materials where the reading level is not indicated, you will have to judge the difficulty by the length of sentences and complexity of vocabulary. Generally, an easy selection contains short sentences and simple words; a hard selection contains long sentences and abstract words.

With the help you give him, by the end of a DRA, your pupil should be able to recognize *all* words in the selection and understand the material completely.

The steps in a DRA follow:

- Readiness
- Guided *silent* reading
- Discussion
- Silent and/or oral rereading
- Follow up

This is what you might do if you were conducting a DRA on an article, essay, story, or chapter.

Step one. Develop readiness. In this step you

- Ask questions to see what your pupil knows and does not know about the subject.
- Introduce concepts and vocabulary needed to understand the selection. (You might need certain audiovisual aids. If your pupil does not have the necessary experience to bring to the material, he will not understand it.)
- Write the "new" words on the board or on paper when you introduce them.
- Try to get pupil interested in reading the material.

Step two. Guide the *silent* reading. (A cardinal principle of reading instruction is that silent reading is done before oral reading. The only exception is in a diagnostic situation where oral reading is done to get some clues to a pupil's word analysis approaches.)

- Ask a specific question (or questions) to establish a purpose for reading.
- Have your pupil read silently to find the answer or answers. (How far he reads depends upon the nature of the material. You can ask a question that requires him to read either one sentence, one paragraph, one page, or the entire selection.)
- Encourage your pupil to ask for help if he has trouble with a word or idea.

Step three. Discuss pupil's answers.

- See if he can give the answer or answers without your repeating the question or questions. (You are trying to train him to remember his purpose for reading.)

- Ask additional questions to stimulate thinking. These questions can involve facts, inferences, conclusions, and vocabulary meanings.
- Clear up any vocabulary or comprehension problems.

Step four. Provide for silent and or oral rereading. Following are possible reasons why you would have your pupil reread.

- To read a part to prove his answer to a question you asked during the discussion.
- To enjoy again the "funny part" or the "sad part."
- To check on success in applying word analysis skills.

(If you divide the selection into parts, repeat steps two, three, and four until your pupil finishes the material.)

Step five. Provide follow-up activities. The DRA is a valuable diagnostic tool. By observing your pupil's performance, you can find his strengths and weaknesses. Your findings will serve as a basis for follow-up activities. You might develop activities to extend his learnings or to clear up difficulties. These activities might include additional reading materials, workbook exercises, teacher-prepared exercises, a drawing, or a quiz.

The steps in a DRA can be applied to activities you provide for developing your pupil's functional reading skills. Readiness, guided silent reading, discussion, silent and or oral rereading, and follow up are needed when you help him with newspaper articles, want ads, directories, or TV and radio listings.

Review and Drill

Through diagnostic testing and observing your pupil's reading when working with him, you will become aware of his weaknesses. Although you can give him much immediate help during a DRA, it might be necessary to provide review and drill activities to reinforce certain basic words or skills. As suggested before, you can get many ideas for such activities from teacher's guides and workbooks of elementary school basic readers. Use these ideas to create, review, and drill materials your student needs.

Psychologists report the greatest rate of forgetting takes place 24 hours after something new is "learned." A person continues to forget after that time, but the rate is not so rapid. This point is important to the volunteer tutor. You should provide review of a new

learning in the next lesson. (If the next lesson is the next day, all the better.) If your pupil *understands* a new concept, new word, or new approach, do not assume he has learned it. He needs a review in the next lesson and probably review periodically after that.

Do not overdo drill on lists of words. Review of new words is much more effective when they are used in sentences. A good exercise might include a list of new words followed by a list of sentences with a blank space in each. The pupil has to read the sentences and write in the appropriate word. Such an activity provides meaningful contextual application instead of meaningless drill. (This exercise is illustrated later in the section, "Example of an Experience Story.")

Review and drill activities will help your pupil refine his basic skills. Be careful, however, not to overdo this aspect of his program. It is possible for a pupil to drill on main ideas, syllabication, sequence of ideas, etc., but fail to apply these skills to his daily reading activities because there is an overemphasis on the isolated skill and little application of it to real reading situations.

Too much isolated drill and little integration and application to the total process can be illustrated by a basketball coach and his team. Suppose on Monday, he demonstrates how to dribble the ball; on Tuesday, how to pass the ball; on Wednesday, how to shoot the ball for the basket; and on Thursday, how to rebound if they miss a shot. Each day the members learn their skills well, and on Friday they play another team, only to lose the game badly. Although they can dribble, pass, shoot, and retrieve the ball, they still lose because the coach never gave them a chance to put these skills together in a practice game. The same thing can happen with your pupil if you overdo isolated drill. He needs to get into the "game"—he needs an opportunity to apply all of his skills to paragraphs, stories, chapters, articles, and books.

Language-Experience Approach

You might have a problem finding reading materials for your pupil. Although many publishers are developing high-level interest materials written simply, you may be unable to obtain them because of lack of time or money or for other reasons. (See Chapters VIII and IX for lists of recommended materials.)

Whether you have appropriate material or not, you can use a language-experience approach to capitalize upon your pupil's experiences and interests *to develop his own reading materials*. This approach has been used by teachers for years, and it can be very successful with the older, disabled reader.

In a language-experience approach, the pupil's own language is recorded by the tutor. Obviously, the pupil's words and sentence structure are familiar because he uses them freely when he speaks. This familiarity aids him in reading the same words.

Since his *own* spoken language is written down for him to read, no attempt is made to control his words or sentence structure. (There can be times, however, when the tutor will suggest a word or grammatical change.)

Frequently, you will find your pupil does not have the word analysis skills to read published material; but when he sees similar words dictated by himself, he can read them. Of course, rote memory is a factor in this approach; however, your pupil is almost guaranteed a successful reading experience, which is vital to building his self-confidence. You can diminish the rote memory factor by using words from his experience stories in new stories and exercises you prepare for him.

Sources for Stories

Your pupil's everyday experience is an excellent source of material for his stories. Have him tell you about his new job, his girl friend, the trip he took, how he fixed his carburetor, the movie he saw last night, or the baseball game he pitched yesterday.

Your pupil's interests provide another source for material. He might be interested in a variety of subjects without being able to pursue them because of reading problems—he may be unable to read encyclopedias or science, hobby and sports magazines, or any other materials written for the average adult reader. You can help by reading these materials to him. Then let him dictate what he has learned while you write it out.

At times you might lead your pupil into new sources of interest. You might find something in your own reading of newspapers, magazines, and books that you can share with him by reading the selection to him. This writer, for instance, has been very successful using *Life* magazine with adult pupils. (An example of an experience story developed from a *Life* article is described later.)

Steps in Developing an Experience Story

Using a pupil's own experiences and language, you can develop an experience story following these steps:

- Discussion or research
- Organization of ideas

- Dictation
- Rereading
- Follow up

Step one, discussion or research. In this step you try to establish and develop the topic for the story. If the topic is about an everyday experience,

- Encourage your pupil to tell you about it.
- Ask questions to draw out additional ideas or to help him clarify his thinking.

If the topic has to be researched,

- Help your pupil to find the source materials (encyclopedia, periodical, or book).
- *Read to him* the information he needs, clarifying in your own words when necessary.
- Encourage him to tell you what he learns.
- Ask questions to draw out additional ideas or to help him clarify his thinking. (As your pupil becomes a better reader, he will be able to do more of the research himself.)

If you try to lead your pupil into new interest areas,

- *Read to him* the material you have selected, clarifying in your own words when necessary.
- Encourage him to tell you what he learns.
- Ask questions to draw out additional ideas or to help him clarify his thinking.

Step two, organization of ideas. In this step you help your pupil select and organize the ideas he will use in his story.

- Ask questions, such as the following: What ideas do you want to include? What group of ideas comes first, second, third, etc.? Do you need an introduction or conclusion? What is a good title for this story?
- List or outline areas which the pupil selects:

Carburetor
Parts
How parts work
How to fix

My Vacation
Where I went
Who went with me
What we did

In a research project, you might ask your pupil to tell you all he has learned in a free-flow-of-ideas manner. Jot down the ideas without regard to sequence or relationship. Then you can go through the listing with him and put together ideas that go together and select proper sequence.

Step three, dictation. Have your pupil dictate his story to you, sentence by sentence.

- Use the notes or outline developed in Step 2 as a guide.
- Print or type the story as he dictates, having him watch carefully what you are doing.
- Say each word as you write.
- Help with sentence structure or grammar when necessary.

Step four, rereading. After you have printed or typed the story, have your pupil reread it *silently* to give him his first contact with the written representation of his own ideas.

- Try to establish a meaningful purpose for rereading; direct pupil with statements, such as the following:
  Reread the story to see if all your ideas are included.
  Reread the story to see if any corrections are necessary.
- Encourage pupil to ask for help if he has trouble with any word.

After the first silent reading, ask him to reread the story orally, giving him a second contact with his own words. Simply say, "Read the story to me. Let's hear how it sounds." Or you might have him reread certain sentences or paragraphs for some specific purpose. For example, you might say, "I don't believe we've included all the carburetor parts. Read that section to me, and we'll see."

Whenever your pupil has trouble with a word during any oral rereading, tell him it immediately, rather than having him try to apply his word analysis skills. You want him to read orally in a smooth conversational tone. Remind him that he should have asked for help on the word in his silent reading. (The main purpose of silent reading before oral reading is to allow a pupil to apply his

word recognition and comprehension skills at his own rate before being placed in an audience-type situation created by oral rereading.)

Additional silent or oral rereading opportunities can be developed in follow-up activities.

Step five, follow up. An infinite number of additional activities can be created from the original experience story:

- a story written by you using the same words from your pupil's story but in a different context,
- a word recognition exercise,
- a comprehension exercise, or
- a quiz.

Follow-up activities can reinforce your pupil's sight vocabulary and refine his word analysis and comprehension skills. As indicated before, you can get many good ideas for exercises from the teacher's guides and workbooks of elementary school readers. Simply use the same ideas, but substitute the words from your pupil's story.

After your pupil completes a follow-up exercise, have him read his responses to you. This activitity provides another contact with the words, as well as a check of his answers.

Example of an Experience Story

This writer once worked with a nineteen-year-old young man named Jack who had dropped out of school in the ninth grade. During the day he worked as a helper on a county trash truck, but he was interested in possibly going back to high school at night to get a better job to support his wife and six-month-old child.

Since Jack was reading at a third-reader level, a language-experience approach was used with him exclusively, including activities designed to help him fill in applications, read want ads, use TV listings, etc. He developed many stories based on his everyday experiences, and this writer created many follow-up stories and exercises from his material.

Jack subscribed to *Life* magazine, but he could only look at the pictures. One day he brought a copy to class to show the writer some interesting pictures in an article about the cheetah. Capitalizing upon this interest, the writer read Jack the article and, following the steps outlined in the last section, the writer helped Jack create this story:

The Cheetah

The cheetah lives in central and southern Africa, just like lions. A cheetah cub lives with its mother until it is two years old. It grows into a very graceful animal with a small head for its seven-foot body that weighs approximately one hundred pounds. Its voice sounds like a bird, and it can run over sixty miles an hour, making it the fastest animal in the world. Even though it can run fast, it can go only a short distance before it gets tired.

When a cheetah hunts it has to watch out for the bigger animals because they might take away its food. It hunts more by sight than by scent. After it gets its food and eats, it goes to a nearby stream and drinks. The dinner might last several days.

These follow-up exercises were developed from the story:

(*A comprehension check, including repetition of important sight words.*)

Directions: Read each sentence. Underline *Yes* or *No*

1. The cheetah weighs seven hundred pounds
   Yes No
2. A cheetah cub lives with its mother until it is two years old.
   Yes No
3. The cheetah runs over a hundred miles an hour.
   Yes No
4. The cheetah gets tired fast when it runs.
   Yes No
5. Cheetahs live in central and southern America.
   Yes No
6. The cheetah's voice sounds like a dog's voice.
   Yes No
7. The cheetah gets his food by smelling.
   Yes No
8. Many animals are faster than the cheetah.
   Yes No
9. Bigger animals might take away the cheetah's food.
   Yes No
10. The cheetah's dinner might last several days.
    Yes No

(*A word-recognition exercise emphasizing repetition of words and use of context clues.*)

Directions: Put the right word in each sentence.

head	cub	sight
scent	drinks	lives

1. A baby cheetah is called a _____.
2. Your _____ comes from your eyes.
3. Your _____ comes from your nose.
4. The cheetah's _____ is small for its body.
5. The lion _____ in the same place as cheetahs.
6. A cheetah goes to a stream and _____ after it eats.

Conclusion

The basic teaching procedures discussed in this chapter are by no means inclusive of all possibilities. You will get many more ideas in later chapters. Remember you are trying to help your pupil to succeed in functional daily reading activities. If you go beyond this goal and help him become a real reader, all the better. But do not be too disappointed if you fail to achieve this secondary goal.

Be patient; your job is very challenging and can be trying. You can be successful. Any sign of progress, as little as it might be, will be your greatest reward.

CHAPTER V

Teaching Word-Recognition Skills

HARRY SINGER
University of California at Riverside

TO TEACH WORD recognition, the tutor should know some principles of teaching word recognition, have an idea of a sequence of it, and learn some basic techniques for teaching it. In each of the remaining sections of this chapter are practical suggestions to use in teaching word recognition.

Principles of Teaching Word Recognition

1. Proceed from the familiar to the unfamiliar a step at a time. Although there may be some disagreement, the following is an example of a sequence going from the familiar to the unfamiliar: learning names for actual objects, associating a name with a picture of an object, recognizing a name in print in conjunction with a pictured object, and finally recognizing the printed word alone. In this sequence, one goes from a sensori-motor-perceptual type of experience to symbols to represent the experience. For example, from a name of a live dog, to rhe name for a picture of a dog, to recognition of the printed word "dog" alone.

2. From *dependence* on the tutor to *independence*. To follow this principle, first tell the student the whole word, then give hints, and finally let the student figure out the word from the variety of techniques he may have learned. Thus, at first the tutor tells the student that the word is "dog." Next time, the tutor gives the individual clues to help the student figure out the word clues, such as, inferring from the context (a picture context or a sentence context or both), "The _____ said, "Bow wow." Or the tutor gives the direction to sound out the word, a task which implies, of course, that there is for the particular word a one-to-one sound-symbol correspondence.

But, this approach does not work for all words in the English language. For example, it works for "dog" but not for "right."

3. Teach the individual a variety of ways of recognizing words. Indeed, each technique of word recognition breaks down or is inadequate because no one technique applies to all words in the English language. The skilled reader must learn to use a variety of techniques, and he must also learn to shift appropriately from one to another. For example, he might use phonics to sound out "cat." But, in addition to sounding out c-a-t, he must also synthesize or put the sounds together to get the whole sound of "cat" which he then recognizes as a familiar word. In contrast, individuals, except in a classroom, never hear anyone point to the actual object and say that's a "c-a-t" (usually pronounced "cuh-ah-tuh").

Phonics or one-for-one sound symbol correspondence might work for "cat" but not for "right." If the individual tried to use phonics on "right," it would come out "r-i-g-h-t." No matter how many times the individual letters were sounded out, the word wouldn't come out "right." To make the word come out "right," the individual would have to shift to another one of several techniques; he could use context plus the initial consonant to infer the word, as in the following sentence:

> After the boy answered the question, the teacher smiled and said, "That's r_____."

Or he could have been taught the initial consonant (through such words as *r*ed, *r*ow, *r*un) and the phonogram, *ight* through such words as *light*, *fight*, *night*. By substituting the initial consonant, "r," he would get the word "right." Another way of recognizing the word is by using a combination of phonics and knowledge of silent letters, ri(gh)t. The student who has learned a variety of approaches can then be flexible in recognizing words. If one approach doesn't work, he could switch to another. He is likely to do so not only if he knows a variety of approaches but if he is also continuously testing his solution against the criterion of meaning or asking himself, "Does this word pronounced this way make sense?"

4. Introduce new words and new techniques gradually and with adequate repetition so that the learner has a growing feeling of mastery. The basal readers or textbooks used in the primary grades for developing word-recognition skills provide for about ten repetitions of a newly introduced word and five repetitions of previously introduced words. It is estimated that the average individual requires about 38 repetitions to recognize a new word quickly and accurately.

5. Use an interesting way of having individuals practice recognizing new words. The most interesting way is to have the individual do a lot of reading in which he is likely to use the new words. The basal readers follow the introduction of new words with a story in which, by design, the new words appear several or more times. High interest, but low-level difficulty reading material is likely to contain words that the tutor is trying to get the student to learn.

A list of words that most pupils should know by the third grade has been constructed by Dolch who discovered that these words accounted for about 75 percent of all primary words and 50 percent of all adult words. The Dolch Readers and other materials published by the Garrard Press systematically use this vocabulary.*

The Reader's Digest Reading Skillbuilder** is another set of high-interest materials which start at a low level of difficulty and increase in difficulty. Together these two sets of materials would be very useful in teaching older individuals whose interests are more mature but who for one reason or another have not learned how to read or how to read as well as they should.

6. If the individual needs drill on recognition of words, try to provide it in a variety of ways. One technique that works well is to have the individual make up sentences using the word. Copy down the sentences and have the individual read them. Then cut up the sentences into words and have him recognize the individual words. Then have him group common initial consonants or common sounds in these words. Or he might group common syllables or prefixes and suffixes. He might also search through magazines for illustrations for his words.

7. A student's knowledge of progress is extremely important. Two techniques that can be utilized for concretely showing progress are 1) making a file of new words and 2) constructing a cumulative chart.

The card file might show the word in a sentence on the front with the word in the corner divided into syllables and perhaps even diacritically marked. On the back of the card, the word would appear in isolation. The individual could test himself by looking at the back of the card to see if he knows the word in isolation and checking himself to see if he was right by reading the sentence and using context clues to check himself. For young children, pictures might also be used to identify the words.†

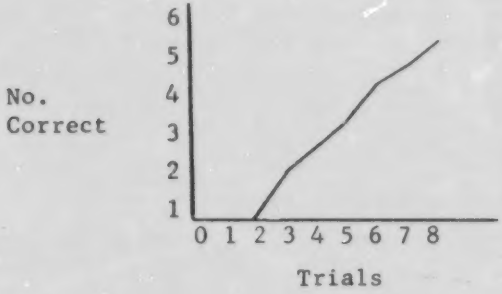
*Basic Sight Words, Garrard Press, Champaign, Illinois. This word list can also be found in M. A. Tinker and C. M. McCullough, *Teaching Elementary Reading* (2nd Ed.). New York: Appleton-Century Crofts, 1962, 550-551.

**Educational Division, Reader's Digest Service, Pleasantville, N.Y.

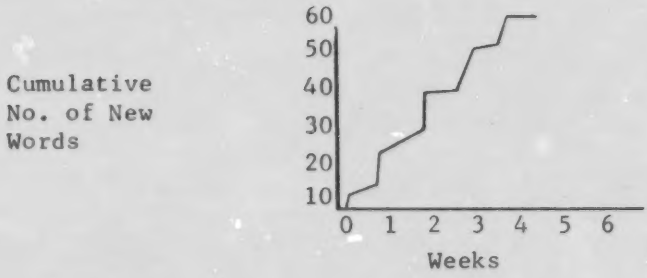
†The Garrard Press's "Popper Words" is based on this principle.

The cumulative chart could be kept daily or weekly. Below are examples of these charts:

Daily—to indicate immediate consequence of practice in recognizing new words.



Weekly or monthly—to indicate cumulative number of new words learned.



8. In each lesson, try to maximize the probability of success. Individuals who have experienced failure are extremely sensitive to further failure. One strategy to attain success is to start by having the student tell a story. (See Chapter V for a detailed explanation of the language-experience approach.) Or, if the individual prefers, have him relate the activities for the day or tell an anecdote. Copy down the story and teach the individual to read the story. First, go

over the story and have the individual identify words he doesn't recognize. Then, teach these words, which will be put into the word file and plotted on the chart. Then, have the individual read the story. Next, cut up a copy of the story into sentences and have the individual reassemble the sentences. Then, cut the sentences into words. Again, have the story reassembled. Then, have the individual use the words to make up new sentences.

9. From the very beginning, consult with the student's classroom teacher, provided that the individual is still attending school. The tutor might get from the classroom teacher valuable suggestions and even materials for helping the individual. In any case, the tutor and the classroom teacher should be working together to help the student. If the teacher or the student wants the tutor to help with the daily assigned lesson, the tutor could use the above principles with the assigned materials. Helping with the daily lesson is a short-range strategy that might pay off equally as well as a developmental, systematic program, provided the discrepancy between the student's assignment and his level of reading ability is not so great that he is overwhelmed by too many new words to learn. If so, the tutor might have to concentrate his efforts upon the long-range strategy of taking the individual back to a level where he can be successful and starting a developmental reading program at that level.

10. For developmental or corrective reading instruction, it is necessary to follow *a sequence for teaching word recognition*. There are several logical sequences that could be used, but no one of them can be said to be *the* sequence to follow. The following is one sequence:

A Developmental Sequence of Word Recognition

(A list of materials for teaching each of these aspects of word recognition can be found at the end of this section.)

Approximate Grade Level	
1	Sight words
1–2	Initial consonants
	Final consonants
	Consonant digraphs (ch, th, wh, sh)
1–2	Consonant blends (fr, sl, cl, pl - - and those needed)
	Advanced consonant digraphs (qu, nk, ng); variants (s, es, ed, ing)
	Silent consonants
	Contractions

Simple structure of sentences and punctuation markers for speech patterns, such as use of commas, periods, question marks.

Approximate Grade Level

2	Vowels
	Long and short sounds
	Vowels in phonogram ("right, make, etc.")
	Simple suffix (farmer)
	Rhyming endings
	More complex sentence structure and punctuation markers
3	Syllabication
4	Prefixes, suffixes, roots
5	Accent and dictionary work

Types of Word-Recognition Techniques

The types of word recognition techniques can be grouped into three somewhat-overlapping categories: predominantly visual clues, emphasis on meaning, and mainly analytical procedures.

Predominantly Visual Clues

1. *Picture aids.* Printed words are often learned by their association with pictures. For identifying nouns, pictures can readily be found in magazines. For other categories of speech, such as verbs and adjectives, cartoon strips can be used. A variety of ways of illustrating various parts of speech may be found in a small pocketbook, *English Through Pictures.** (See list of references.) This pocketbook may also be used for teaching English to bilingual children by having the children act out the sentences as they read them.
2. *Sight words* or "instant" recognition of words. Through recognition of the same words in a variety of situations, individuals build up a sight-word vocabulary. This vocabulary increases as the individual matures in reading. Eventually the skilled reader recognizes all words at sight or recognizes them so rapidly that he becomes almost oblivious to the process because it occurs so quickly and so effortlessly. Two procedures can be used for developing sight words:

*I. A. Richards and C. M. Gibson. *English Through Pictures.* Pocketbooks, 1953.

(a) *Flash cards.* This procedure has already been discussed in the section on principles of teaching word recognition. It's a useful technique but should only be used for a short period of time because boredom sets in rapidly. However, there are a variety of techniques for making such exercises interesting, such as having the student use the words to construct sentences.

(b) *Easy reading.* Seeing the same words in a variety of stories is the most interesting and best way of teaching sight-word recognition. A list of interesting, yet easy-to-read books for older children and adults are listed in Chapters VIII and IX.

Whether a book is easy depends on how well the person can read. The rule of thumb is that if the individual has difficulty with more than one or two words per hundred, it's not an easy book for him. Whether a book is interesting, of course, depends upon the interests of the reader. For determining whether any book is easy, but interesting, the best procedure is to have the individual select the book himself and try it out.

Emphasis on Meaning

1. *Context clues.* This technique consists of using a sentence to help the individual infer the meaning of the unknown word and then to think of the word itself. By looking at the initial consonant and other parts of the sentence, the individual is employing a very powerful combination of word-recognition techniques. The teaching procedure calls for constructing a sentence in which the unknown word is omitted or all but the initial consonant is omitted. Then the individual reads the sentence and tries to infer the unknown word. These sentences may be placed on cards with the missing word on the back so that the flash-card technique can also be used and the cards then filed as tangible evidence of achievement. The tutor can teach the individual to recognize and use these clues whenever they appear in stories, and the tutor can also use this approach in giving hints for recognizing new words. Examples* of various types of context clues follow:

(a) *Definition.* The unknown word is defined. "Tom liked to ride on the last car on the train. The last car on the train is the c_____."
(caboose)

(b) *Experience.* The individual can infer the word from his exper-

*C. M. McCullough. "The Recognition of Context Clues in Reading," *Elementary English Review*, 22 (1945), 1-15. Adapted with permission of Dr. McCullough.

ience. "Betty was going to grow her own flowers. In each row, she placed s ____."
(seeds)

(c) *Contrast.* The unknown word is opposite in meaning to known words or phrases. "She missed the noises of the big city. On the farm it was very q ____."
(quiet)

(d) *Familiar expression.* The unknown word is part of an idiom or everyday expression. "To his surprise, the big man was as g _____ as a lamb."
(gentle)

(e) *Summary.* The unknown word sums up the ideas in the preceding sentences. "First, Tom saw the riders rope the steers. Then he laughed at the cowboy clown on his horse. Then he watched the cowboys race around the ring. Tom had a lot of fun at the r ____."
(rodeo)

(f) *Reflection of a mood or situation.* The unknown word explains the mood of the story. "After a few days away from home at camp, she began to miss her family, her dog, and her friends. She was h _____."
(homesick)

2. *Compound words.* Words which represent the combination of two words may be recognized when separated, and the meaning of the two words gives the meaning of the combined word. At the primary grade level, such words as "summertime" and "fireman" can be recognized this way. One technique is to have each part of the compound word on a separate card and bring the two cards together so that they appear to make one word. Or, the two parts of the word can be underlined separately, e.g. fire man.

Analytical Techniques

Structural and phonetic analysis are the two major types of analytical techniques.

1. Included in structural analysis are the following:
   a. Compound and hyphenated words (by-product).
   b. Root words and their variants which include the various endings to indicate tense and number, such as "rush" and "rushed," "boy" and "boys."
   c. Contractions, such as "didn't."

d. Syllabication, the parts of a word which may or may not represent meaning components, such as prefixes or suffixes, but do represent boundaries between sequences of sounds in a word.

Structural analysis in this section will emphasize syllabication. In general, a word has as many syllables as heard vowel sounds. To teach syllabication, do the following:

a. Pupil and tutor should first pronounce the word carefully.
b. Identify the number of heard vowel sounds.
c. Group about five words together that fit a principle of syllabication. Teach the pupil to divide each word into its syllables. Have the pupil then try to formulate the rule. Then have him supply or search for words that fit the rule. After he has learned the following rules, he can then classify new words according to the rules. Remember, this technique requires a thorough understanding of vowel sounds and consonants if it is to be successful.

Rules for Syllabication

(Many students have difficulty with this. Use only when applicable.)

1. If there is only one heard vowel sound in a word, the word is monosyllabic and, therefore, cannot be further divided. Examples: late, night, trees.
2. In words containing two heard vowel sounds, when two consonants are together in the word with vowels on either side, the word is usually divided between the consonants. Examples: af ter, but ter, bar gain.
3. Affixes (prefixes and suffixes) usually form a separate syllable. Examples: un happy, live ly. (Note: "ed" is usually only a separate syllable when preceded by "t" or "d" as in "wanted" and "needed." When preceded by other consonants, "ed" does not form a separate syllable as in "called," "rushed," "liked," etc.)
4. If there is one consonant between two vowels in a two-syllable word and the first vowel sound is long, the long vowel usually ends the first syllable and the consonant begins the second syllable. Examples: la dies, po lite. (The first syllable is called an "open" syllable.)
5. If there is one consonant between two vowels in a two syllable word and the first vowel is short, the consonant usually ends the first syllable and the second vowel sound begins the second syllable. Example: cam el, mag ic. (First syllable is called a "closed" syllable.)

6. Compound words are divided into their component parts. Examples: high way, rail road, snow flake.
7. "Le" endings are special cases. If the word ends in "ck" when "le" is taken off, then "le" is a separate syllable. Examples: crackle, pickle. In all other words, "le" takes the preceding consonant. Examples: eagle, candle.
8. For words which contain more than two syllables, follow the former principles, proceeding from the largest to the smallest division of the word:
   a. Inspect for compound word. Example: steel worker, kinder garten.
   b. Take off affix: worker, kinder garten.
   c. If one or more of the parts have more than one heard vowel sound, determine whether vowel sounds are long or short. Then divide into open and closed syllables, as in kind er gar ten.
   d. Inspect for special "le" endings.

Phonics

"Sounding out" words or the application of phonetic principles to the recognition of new words is useful for about 80 to 85 percent of words. One procedure for applying phonics or relating sounds to letters is the following:

a. Group known sight words with a common consonant or vowel. For example: can cut car
b. Have individual read each word to make sure each word is a known sight word.
c. Have pupil notice the initial letters of the words are alike and the initial sounds are alike. Tell the pupil the name of the letter (small and capital letter).
d. To test whether pupil has learned the sound for the initial consonant, have the pupil give additional words with the same initial sound. If he gives the following words, form them into two columns:

cold	kite	city
cup	kit	cent
cap	kind	

e. In the preceding examples, point out
   1. some words have the same sound-letter correspondence.
   2. some words have the same sound but a different letter, and
   3. some words have the same letter and a different sound.

   This discovery will help the pupil limit his generalization and perhaps will help him become flexible in shifting from one

sound-letter correspondence to another in recognizing words.

f. Pupils can also learn phonograms the same way:

came	night
game	right
tame	light

After reading through the list of words with a common phonogram, have pupils supply or search for additional words with the same phonogram. (See list of references for sets of phonograms.)

g. With knowledge of consonants and phonograms, pupils can figure out new words by means of consonant substitution. For example, the pupil who knows "tell" and "sell" and the initial consonant "b" can then figure out the new word "bell."

h. Although pupils can and do learn to read by implicitly using rules, it may help to know the rules. To teach them, proceed in the following way. Teach inductively by presenting words that illustrate a vowel principle, and then teach deductively by stating a vowel principle and having words categorized under that principle. One can teach the following vowel and consonant rules:

1. Long vowel sounds are usually the names of the vowel letters, as in āte, ēat, īce, ōpen, ūse, or as in the following sentence:
   Ā swēēt, nīce, ōld ūnicorn.
2. When two vowels are together in a word, the first is usually long and the second is usually silent, as in āid, ēast, trīed, bōāt, rūēful.
3. However, there are many exceptions to the preceding rule, particularly when the first vowel is followed by "u," "o," and "i." Examples: haul, caught, good, spoon, broom, said, oil.
4. In words containing two vowels, one of which is a final "e," the final "e" is usually silent and the preceding vowel is usually long. Examples: āte, sēe, īce, nōte, ūse.
5. Single vowels followed by "l," "r," or "w" usually have a blend sound. Examples: talk, ball; car, far; saw, raw.
6. When "y" ends a word that has no other vowel, then "y" has the sound of long "i." Examples: my, try, sky. If "y" ends a two-syllable word, it frequently has the sound of long "e." Examples: merry, scary, surely. If "y" is preceded by another vowel, there is a different sound for both. Examples: they, boy.

7. Consonants are sometimes silent or not sounded. Examples: lamb, night, ghost, hour, know, pneumonia, island, buy, wrote. These silent consonants must be learned as sight words. That is, an individual has to learn that in certain words, there are one or more consonants that are silent. This condition is frequently true for words beginning with "kn" (know, knife), words that have "gh" in them (light, night, right), and words ending in "mb" (lamb, thumb, limb). Although silent consonants make phonics inapplicable to many words, silent consonants are important for word recognition, particularly for discriminating homonyms (words that sound alike but are spelled differently), such as "buy "and "by," "two and "to," "know" and "no." If words did not have silent letters in them, one would have to use some other clues, such as diacritical markings for determining pronunciation. For example, try to read this sentence in which the silent letters have been omitted:

"We caut eit fish at eit this morning and at them at nit."

This sentence with the silent letters in reads: "We caught eight fish at eight this morning and ate them at night."

Cautions in Teaching Word Recognition

1. Proceed only as rapidly as the student can be cumulatively successful. Whether teaching new sight words, a new structural analysis technique, or a new phonic principle, provide sufficient practice and use of the new instruction in various reading situations so that the pupil does not get overloaded with too much too quickly. Some students need a slow rate of learning, and others can have a faster rate of learning. Sometimes the same student can learn some things slowly and other things quickly. One has to judge what is the best pace or rate of learning for the student. Begin each session with a review of the instruction of the previous session; then after the pupil demonstrates he remembers what he was taught, go on to new instruction. If the student doesn't remember, then have a quick review of the previous instruction before going on to new instruction. But, be sure to evaluate your rate of instruction to determine whether it fits your student's rate of learning. If you can, keep a graph or chart of the rate of instruction.

2. Plan each lesson carefully. Make sure you know what you want your student to accomplish at each session. A brief outline of the lesson will help. A typical lesson might include the following.

a. Review words.

b. Introduce new words (print word in sentence) and discuss them to get pronunciation, ways of recognizing word, word meaning, and similarity to previous words and experiences associated with the word.

c. Have the student recognize new words in a variety of sentences.

d. Make a card (for card file) for each new word.

e. Make an experience chart (see Chapter IV) using the new words or read a story containing the new words.

f. Try to arouse curiosity for reading the story by having the student formulate questions about the story from knowing its title or from looking at the illustrations. If the story has questions at the end, at times let the student read the questions first. Then read the story. Later, let him predict in advance what the questions are when he reads the title of the story. The eventual objective is to get him to formulate questions as he reads and thus read to answer his own questions. This process will make him an *active* reader.

g. Have the student reread story into a tape recorder and then listen to the playback. Let him evaluate his own performance.

h. Teach a new word-recognition skill and have the student practice the skill in an interesting way.

3. Try to work with the student at least twice a week. At first, do not require him to do anything outside of the tutoring session. As he becomes successful, he will ask to take home books or he will begin to bring books, new words, or materials to the session. Gradually you might begin to assign homework. Be sure, though, that the student knows how to do the homework. If he is to read a book at home, he should know practically *all* the words in the book. As he learns ways to recognize new words, he can be given books with new words which he can attack using skills he has already learned in the tutoring session.

4. As much as possible, plan and evaluate with your student. Find out what he thinks his difficulty is, how he is trying to solve it, how he tries to read, and what he would like to learn. Make the process of teaching and learning a mutual situation in which both you and your student are working together to achieve a common goal.

Selected References to Teaching Materials and Teaching Aids

Word Recognition Materials

(For a more complete listing, see Chapters VIII and IX)

Basic Sight Words. Champaign, Illinois: Garrard Press.

Breaking the Sound Barrier. New York: Macmillan.

English Through Pictures, I. A. Richards and C. M. Gibson. New York: Pocketbooks.

Eye and Ear Fun, Book 4, Word Independence in the Middle Grades, Clarence R. Stone. St. Louis: Webster. A complete sequence of word-recognition techniques and exercises from letter names and sounds to word meaning analysis, using prefixes, suffixes, and roots.

Phonics in Proper Perspective, Arthur W. Heilman. Columbus, Ohio: Charles E. Merrill, 1964. General instructions on teaching phonics, includes techniques and exercises for teaching consonant sounds, vowel sounds, syllabication, and accent.

Phonics Skilltexts. Columbus, Ohio: Merrill.

Phonics We Use. Chicago: Lyons & Carnahan.

Phonics and Word Power, My Weekly Reader Practice Books. Columbus, Ohio 43216: Education Center. Workbook-type materials designed for grades 1–3. Ranges from instruction on initial consonants to syllabication.

Reading with Phonics. Philadelphia: Lippincott.

Speech-to-Print Phonics, Donald D. Durrell and Helen A. Murphy. New York: Harcourt, Brace & World.

CHAPTER VI

Teaching Comprehension Skills

DAVID L. SHEPHERD
Hofstra University

IN THE previous chapter word-recognition techniques were discussed. As important as they are, the recognition of words is only the first step in the reading process. The next—and even more important step—is the understanding of what is read. This chapter deals with the major comprehension skills and methods and materials for the effective teaching of these skills.

Comprehension in reading is the same as the comprehension of language. Language is spoken; but as soon as one begins to represent speech sounds with graphic symbols, one begins to read. Graphic symbols are the letters of the alphabet in various combinations to form words. Understanding through the language medium is basically the same whether one is listening or reading. When using the comprehension skills of reading, the individual should realize that he is still working symbolically with his native language—the one he speaks. Reading is basically talk written down.

Comprehension, whether in listening to oral speech or reading a written form of it, is dependent upon the student's basic background of knowledge and experience. One of the first concerns in teaching comprehension skills is to ascertain the individual's scope of knowledge with the intent to fill in the gaps where necessary. The tutor will need to do many things. He will need to find out the nature of the student's background. And, he will need to add to the student's experiences by using audiovisual media (i.e., films, pictures, records) by providing actual experiences and by fostering a wide reading of many printed materials.

In teaching an individual to read with understanding one has a twofold purpose. The most immediate purpose is to use reading for

satisfying the practical needs of living. The wish is to help the student maintain himself in his society— to get and hold a job and to use the common reference materials of everyday life. The other purpose, and the more long-range one, is to help the student to *use reading as a pleasurable activity*. It enables the student to use books, magazines, and newspapers and thereby have access to the world of ideas.

Basic Skills of Comprehension

The effective reader uses a number of skills to comprehend the information found in printed materials. The skills also help him to organize the various items of information so that the interrelationships are apparent.

The skills of comprehension follow:

1. *Recognizing the main idea*. This skill involves the ability of the reader to get the nucleus or core of the information. Usually the reader gives the main idea when he says, "The story is about _____." Each paragraph has a main idea which may be stated directly in the paragraph.
2. *Noting details*. This skill of comprehension is considered to be one of the easiest. It is noting and understanding the factual data. Details relate to a main idea by adding some type of factual information about it. They may explain, illustrate, define, or describe the main idea. Though details are not in themselves difficult, the reader will need to group them around each appropriate main idea.
3. *Organizing ideas*. The ability to use this skill means that the reader is able to see interrelationships among the ideas in a reading selection. It often involves grouping the ideas in accordance with some criteria, such as, likenesses, differences, for and against, steps of an argument, items of description, and so on.
4. *Seeing the sequence of ideas*. Actually, this skill is also a way to organize ideas. Seeing sequence means that the reader is able to relate in proper order, usually from the beginning to the end, the various steps of a process or events in a story.
5. *Predicting and anticipating what will happen*. When the reader is able to predict and anticipate, he is comprehending basically and is trying now to outguess the author. To predict or anticipate what an author may write means that the reader is thinking with the author.
6. *Following directions*. This is a very useful and practical skill in which the reader must proceed slowly step by step to carry out some project.

Prerequisites to Effective Comprehension

Knowing and applying a skill are not enough. There are other conditions which help to bring about good comprehension:

1. *Establish purpose for reading.* This is a basic, simple requirement which is many times overlooked. Each reader should look for some specific information as he reads. He should have some question in mind. Knowing why one reads will tend to keep attention focused upon the content of the material as well as help to determine if the reading should be fast or slow, intensive or casual.

2. *Know how to locate information.* A reader must know how to find information in everyday reference sources. In current society such reference materials include the following:

   air, bus, and/or train schedules;
   automobile driver's manuals;
   telephone directories;
   television, radio, and movie programs;
   mail order catalogs;
   recipes in cookbooks;
   operator's manuals for the handling of some type of machinery;
   and direction in a line of work.

   These are just a few of the everyday practical references which most persons are required to use. *These references furnish excellent study materials for those individuals who are attempting to improve in reading.*

3. *Know the meaning of words.* The scope of a reader's vocabulary is dependent upon the breadth and depth of his background of experience and information. Much audiovisual material may need to be used in order to increase the reader's vocabulary understanding.

   When teaching vocabulary, the teacher may begin with very practical words such as those found in the common references cited and other words used by people in their everyday living. Words found on street signs, in stores, and in restaurants and other public building may be used in the beginning.

   The way the words are used in a sentence or paragraph may be helpful, though the individual's background will determine the usefulness of this technique. The reader also needs to be alerted to the meaning of a word when it is defined by the author. Operator's manuals will often define new technical terms as they are used.

Instruction in the use of glossaries and dictionaries, obviously, is in order.

Finally, the classification of ideas—the organization of thought—can be helpful both as a means to increase word meaning as well as to bring about a greater clarity of thought. For instance, have the individual see what words could be listed under such topic words as trees, birds, furniture, buildings, metals, and so on.

4. *All of the material to be read by an individual should in some way be related to his experience.* This coordinating will not be difficult with practical materials since they relate to the usual tasks of living. Interest is developed and understanding is enhanced as the individual is able to relate the content of his reading to some past experience or previous knowledge.

Suggestions for Teaching Comprehension

These suggestions will center around two major areas. The first is the skill of asking questions appropriate to the skill to be taught. The second will be specific classroom suggestions for teaching the skills of comprehension.

Questions for skill development. A prerequisite to the effective teaching of comprehension skills is the ability to ask questions which require the use of each specific skill as it is being taught and practiced. Suggested questions are listed below for each major comprehension skill.

1. *Purpose questions to keep in mind while reading*
   a. Would you have made the same decision as _____?
   b. Can you find out if _____?
   c. What is the main idea of the author?
   d. What is the viewpoint of the author?
   e. What are the steps of the process?
2. *Asking for the main idea*
   a. What is the topic sentence (main idea) of this paragraph?
   b. What is the main point(s) of the author?
   c. What would be a good headline for this paragraph?
   d. What would be a good title for this article or story?
   e. What is the main idea?
3. *Noting details*
   a. What facts did the author give?
   b. What time does _____?
   c. How much liquid _____?
   d. Where did the event happen?

e. When did the main character get home?

4. *Seeing the organization of ideas*
   a. In what ways are the two alike? Different _____?
   b. List the arguments for _____?
   c. List the various methods of land conservation.
5. *Understanding sequence* (following direction)
   a. What steps do we follow when_____?
   b. What happened first _____?
   c. What do we do after _____?
6. *Predicting and anticipating*
   a. What do you think will happen next?
   b. Since he lost the fight, what will he do?
   c. What do you think will be the result of _____?

Suggested classroom activities for teaching the skills of comprehension.

1. *Recognizing the main idea*
   a. Have the student express the main idea in *his own words*.
   b. Underline the main ideas in several paragraphs in a textbook and note where they are usually found.
   c. Write a paragraph giving a main idea.
   d. Give titles to paragraphs.
   e. State an appropriate headline for a selection for a paragraph.
   f. Practice using the headings in heavy black print.
   g. Check the main idea with the introductory and summary paragraphs of a chapter.
   h. Select from a list of sentences the one that best expresses the main idea of a paragraph of a selection.
2. *Noting details*
   a. Note relative importance of details by such signal words as above all, most important, of greatest value.
   b. Notice the ways in which the author indicates the relative importance of details:
      (1) by giving more space to one fact than to another,
      (2) by the use of introductory remarks such as "above all" or "most important,"
      (3) by organization as indicated by heading in heavy black print,
      (4) by the use of italics,
      (5) by picture and other graphic aids, and
      (6) by the list of important words at the end of a chapter.
   c. Select a character that you like or dislike and determine what the author has done to make you react to the character.

d. Match a series of details with a list of main ideas.
e. Study the regulations for operating a piece of equipment.
f. Answer questions of detail included in a selection.

3. *Organizing ideas*
   a. Classify objects in a room according to their function.
   b. Tell what items belong in classifications, such as food and recreation.
   c. Study the table of contents to note the organization of a book.
   d. Categorize information (i.e., ways of travel, ways to communicate, etc.).
4. *Seeing the sequence*
   a. Read the main ideas in a chapter to get an overview in sequence of the material covered.
   b. Enumerate the steps of a process or in a chain of historical events.
   c. Notice the words that suggest the introduction of another step, such as, then, finally, second, another, subsequently.
   d. Note the steps in proper order for constructing some object, doing some written assignment, doing an experiment.
   e. List the chain of events leading to some scientific discovery.
5. *Predicting and anticipating*
   a. In a situation of confusion and indecision, have the reader anticipate what he thinks will happen next. Why?
   b. Compare present-day conditions with those of a certain period in the past; decide what will likely happen next.
   c. Consider what will happen next in light of
      (1) background events,
      (2) characters involved, and
      (3) the situation.
   d. Make up endings for stories.
   e. Estimate the answer to an arithmetic problem.

The comprehension skills are basic to a reader's practical as well as pleasurable use of reading. These are the skills which give purpose to the reading act. It is in the comprehension area that reading becomes thinking with the author through the medium of the printed page.

Examples of Paragraphs and Questions to Foster Specific Skill Development

1. Recognizing the main idea.

Drivers of cars should become familiar with the signs of failing brakes since good brakes are important for safety in driving. After

a car has been used for sometime, brakes become worn and the linings must be replaced. Oil or grease may leak into them and make them slip if the wrong kind of grease has been put in the rear axle. Water may get in from driving in wet, stormy weather through puddles and flooded roads so that the brakes will not hold properly. Dirt from dry and dusty roads may filter into the drum and make them "grab." Also, an unusual amount of driving in hilly country may warp the brake drums, reducing their braking power.

a. What is the topic sentence of this paragraph?
   Where is it found?
b. What would be a good headline for this paragraph?
c. Where would you find more information about this topic?

2. Noting details.

Simple and consistent maintenance will keep venetian blinds looking like new. They should be cleaned frequently with a soft brush. The cleaning can also be done with a vacuum cleaner. At times, the pulleys should be oiled at the top of the blind with a drop of household oil. Remember to handle the blinds gently. Do not raise or lower them with great force. If the window is open on a windy day, raise the blinds all the way to the top so that they do not clatter in the breeze.

a. What suggestions are given for cleaning venetian blinds?
b. How should venetian blinds be handled?
c. What are you to do to keep the blinds from clattering in the breeze?
d. How can you take care of the pulleys?

3. Organizing ideas.

Screw extractors are used to remove broken screws. There are several types of extractors. Each is supplied in sets with sizes for screws of varying diameters. Perhaps the most commonly used type is the Ezy-Out which is tapered and has a coarse spiral, resembling a thread, with very sharp ridges. The sharp ridges on the extractor "bite" into the sides of the hole in the broken stud or screw so that it can be screwed out. Another type of tapered extractor is made with four straight flutes which have sharp edges. This tool is tapped into the drilled hole with a hammer to force the sharp edges of the flutes into the sides of the hole and grip the broken stud so it can be unscrewed. A third type is perfectly straight without any taper and has three sharp splines. The extractor is driven into the hole with a hammer. It then gets sufficient grip on the broken stud to permit screwing it out.

a. List the types of screw extractors.
b. What words signal the description of each type of screw extractor?
c. In what way is each of the screw extractors alike?

4. Seeing the sequence of ideas.

The events leading up to the establishment of the national government covered a span of a half century or more. For many years around the mid-seventeenth century the colonists of North America had trouble with the French and Indians. This conflict was known as the French and Indian War. Finally, the French and Indians were defeated, and England gained Canada and all the land between the Appalachian Mountains and the Mississippi River. At that time, England started to tax the colonies. A quarrel developed between England and the thirteen colonies because the colonies refused to pay the taxes. In fact, the colonies declared their independence from England in 1776. This quarrel became a war, the Revolutionary War. The colonies finally won their independence from England in 1781. The new states were still in difficulty, however, because there was not a strong central government. Under the Articles of Confederation conditions became very difficult and confused. Therefore, the Constitutional Convention was called and met in Philadelphia in 1787. The present constitution, which determines the structure of the present national government, was written at this convention. Under the new constitution, Washington became the first president in 1789.

a. List the events leading up to the formation of the federal government.
b. Which happened first, the declaration of independence or the winning of independence?
c. What was the first war mentioned in this paragraph? The last war?

5. Predicting and anticipating.

JUDGING YOUR OCCUPATIONAL CHOICE

Once you have determined your occupational goal, you need to relate it to a specific occupational choice. There may be several occupations which would satisfy the goal you have set for yourself. Therefore, here are three guides you can use to decide upon the specific job you wish. The first guide is your satisfaction with the job. You should analyze how happy you would be with the work, if you can do it well and if you can get recognition and advancement. Investigate also the working conditions and the

friendliness of the people. The second guide is income. Note the average income you can expect and determine if this will be adequate for you. Note if there are opportunities for earning extra income. The third guide is the opportunity you will have in the work. Determine if the work is in an expanding field or in one which will shortly become old-fashioned. Look at the competition from others and determine how you compare. Adequate consideration given to these three guides will do much to guarantee success and satisfaction in your vocational choice.

a. Read the title and jot down how you would judge your occupational choice. Then read the paragraph and note how you agree or disagree with the author.
b. What other guides would you list?
c. What are some of the expanding or growing jobs of the 1960's and 1970's?

6. Following directions.

Additional water fixtures in a house require the installation of new lengths of pipe. Such additional plumbing requires detailed planning for the new plumbing branches. The general procedure for new installations follows several steps. *First*, study the plumbing system of the house to find the best place to "hook on" the new pipe line to the existing water supply pipe. Connecting the new line to a distribution pipe near to the water meter is usually a good place because adequate water pressure is assured. *Second*, shut off the water supply for the whole house. *Third*, look for an elbow or straight coupling closest to the point where the new line is to be joined to the existing distribution pipe. *Fourth*, substitute a tee fitting at this point and connect the first length of new pipe to it. *Fifth*, continue the lengths of new pipe away from this juncture. And, *sixth*, secure the pipe to structural beams of the house by means of straps placed about ten inches apart.

a. What is the third step in adding additional water fixtures?
b. Where is the best location usually for the new pipe line to be "hooked on?"
c. How far apart are the straps placed?
d. How many steps are mentioned in this operation?

The above suggestions and examples can be used as a guide as you select and prepare materials to improve reading comprehension.

CHAPTER VII

Organizing the Volunteer Tutor Program

LENORE SANDEL
Hofstra University

NOW THAT one has some understanding of the principles, practices, and materials needed in a volunteer program, the next question is "How does one organize and administer such a program?" This chapter presents procedures and forms desirable for the step-by-step administration of the program. These are *suggested* forms and procedures. Your own practical situation will determine the revisions. Also included are brief descriptions of three representative programs.

A. *The Volunteer Tutor Application* (see Form A)

The sample application provides for a brief statement in writing about the volunteer's preparation for tutoring. Both professional and volunteer experiences are to be considered in the assignment of tutor to student.

If the tutor-student assignments are to be realistic and mutually rewarding, the information submitted by both must be considered by the coordinator or administrator of the program.

B. *The Student Application and Interview* (see Forms B and C)

It is suggested that the interviewer be an individual other than the tutor in order to provide objective evaluation and placement and that the interviewer be qualified in administering the intake interview and any other diagnostic instrument to be used. In one program, the faculty of the school district served both as interviewer and diagnostician offering professional services to the mutual advantage of the tutors and students.

The initial interview in this program is an integral, and frequently the only, instrument of diagnosis. If the student's lack of skill precludes any use of printed material, informal or standardized, the information gained during the interview must lead to an estimate of his general intelligence, experiential background, verbal ability, and emotional and social response to the total situation.

Two examples of applications follow:

Application 1 (Form B). For the student who is able to provide a minimum of written information, this brief form can be used. The interviewer should offer to assist the student by clarifying questions if necessary. If the student appears to be having difficulty or gives evidence of frustration, the interviewer should "talk" about the questions and enter the information for him. After Application 1 is completed, the interviewer can continue with the longer form (Application 2) and complete the remaining information.

Application 2 (Form C). When a client is unable to fill in the information on Application 1, Application 2 should be used as the basis of the interview.

The following guidelines can aid in increasing the diagnostic value of the interview: 1) the location and nature of formal education are significant since school districts and geographic areas differ in standards and curriculum; 2) the student's reason for entering the program should be a principal factor in the selection and preparation of instructional materials—i.e., the student who seeks to pass a driver's test to qualify for a position should be given relevant materials as a basis of instruction; 3) the physical condition of the student (vision, hearing, motor coordination) should be noted for both causal and remedial implications; 4) environmental factors, such as marital status, family members living at home, and number of children, suggest the amount of supplemental work which may be expected; and 5) the age and occupation of the student may determine the goals and duration and nature of instruction.

It is particularly important to keep in mind that the student has found sufficient initiative and reason to seek help in reading. The essence of his motivation must be encouraged, sustained, and reinforced with confidence borne of successful experiences.

C. *Assignment Sheet (Form D)*

The interviewer-diagnostician, in entering such information as reading level and chief areas of difficulty, should include all relevant observations made during the intake interview. The coordinator of

the program, in assigning student to tutor, must necessarily consider all entries of the interviewer as they relate to the particular skills of the tutor; i.e., a student with limited verbal ability or withdrawn behavior should be assigned to a tutor adept at eliciting responses.

A copy of the assignment sheet, together with all subsequent information, should be kept on file in the client's folder.

D. *Lesson Plan (Form E)*

The sample lesson-plan outline given here is designed to include those aspects of any lesson which are fundamental in recommended teaching procedures. The plan is to be prepared prior to each teaching assignment and should provide activities commensurate with the time allotment of the session. The tutor's preparation gives structure to the scope of the student's instruction and provides maximum use of time, energy, and materials through purposeful planning.

The tutor, however prepared as he may be with a specific plan, must be flexible in his approach and sufficiently familiar with his student's needs to adjust a particular lesson to meet other spontaneous motivation. Since one is primarily concerned here with adult or mature students, practical, everyday situations in their lives are frequently introduced in a teaching assignment. The tutor's ability to utilize this motivation is an important aspect of successful teaching since it can reinforce instruction as well as stimulate new learning. For example, a tutor may be prepared with a lesson plan for teaching syllabication as an aid to word recognition. The material may be related to the student's vocational interest in auto mechanics. The student, concerned with his application for medical insurance, appears for the lesson. The tutor, in assisting him with reading the new material, can use selected portions of the prepared lesson plan in reviewing skills and in teaching the new skill.

Sections of the Lesson Plan (Form E)

Review

It is recommended in a developmental lesson and emphasized in a remedial situation that a review of the previous lesson precede the teaching of a new skill. The review at the onset of the lesson, therefore, maintains both continuity in the total program through reinforcement and reteaching when necessary.

Readiness

This preparation for the specific lesson relates to a discussion of

the subject material to be used and the identification and relationship of the student's background of experience to the subject under discussion.

Specific Purpose

Specific Purpose refers to the single lesson to be taught. The purpose may relate to a particular phonic element (consonant blend or vowel sound) or a comprehension skill (finding the main idea of a paragraph). This specific purpose aids the tutor in selecting, noting, and guiding himself in limiting each lesson while structuring the sequence of lessons.

General Purpose

The general purpose of long-range goals gives scope and dimension to the teaching program and relates most directly to the initial diagnosis of the student's needs. The "screening" or intake interview and testing would suggest overall deficiencies; i.e., lack of word-recognition skills in using materials at a particular level, comprehension skills, or basic study techniques.

In those cases where the student is unable to be tested because of severe reading retardation, it can be assumed that instruction will proceed with basic word-recognition skills.

Materials

Since it is likely that in working with adolescents or adults the materials used in instruction may vary from those of formal to informal nature (newspapers, magazines, tutor-made materials, vocational bulletins, etc.) to meet individual needs, purposes, and interests, the type of materials must be noted for two principal reasons: 1) to identify the selection for the tutor and student in the review, association, and application of reading skills and 2) to guide the program advisor in supervising and evaluating the instructional program.

Procedures

The tutor notes here the sequence of the lesson and/or any special approaches to be used.

Evaluation

This evaluation provides information for the lesson to follow. The tutor notes the progress which has been made before beginning the next lesson. Any approach or material that has been especially effective is mentioned here.

Contact Sheet (Form F)

Following each lesson, the tutor may record its purpose, materials, procedures, and evaluation. This information may be the same or similar to the lesson plan. It is this contact report which is important for the advisor's information as well as the tutor's projected teaching plans.

FORM A

Volunteer Tutor Application

NAME _____

ADDRESS _____

_____

TELEPHONE _____

Education:

Institution (School or Organization)	*Course of Study or Major*	*Date*	*Degree (or Certificate of Competency)*

Professional Work:

Volunteer services:

Service	*Sponsor*	*Date*	*Duration*

What do you like to do in your free time?

Availability for tutoring program:

Days	*Time*	*Transportation*	*Car* _____
			Bus _____
			Other _____

Please state any preference for student assignment: (Male, female, and age or grade level)

FORM B

Student Application #1

PLEASE FILL IN THE FOLLOWING:

YOUR NAME_____

YOUR HOME ADDRESS _____

_____

YOUR TELEPHONE NUMBER _____

Date of Birth_____ Place of Birth _____

Length of Schooling _____

Do you Work? Yes_____ No _____

What kind of work do you do? _____

_____

What do you like to do in your spare time? _____

_____

Are you married? Yes_____ No _____

Do you have any children? Yes_____ No _____

How old are they? _____

Do your children live with you? Yes_____ No _____

Why do you want reading help? _____

_____

When do you have free time?

Days_____ Hours _____

FORM C

Student Application #2

Date of Application_____

Sex_____

NAME OF APPLICANT _____

ADDRESS OF APPLICANT _____

HOME TELEPHONE NUMBER _____

Date of Birth _____

Place of Birth _____

Occupation _____

Health _____

Vision_____

Hearing _____

Marital Status _____

Children of Applicant (Sex and age) _____

Has Applicant suffered from any serious illness or accident?

Yes_____ No_____

Illness_____ Date_____ Result_____

Has Applicant attended school(s) for formal education? _____

School(s)_____ Location _____

Grade and/or Date _____

Does the applicant read or examine any magazines and/or newspapers regularly? _____ Occasionally? _____

Applicant may be asked the following questions:

How did you find out about the tutoring program?

What do you think is the cause of your reading difficulty?

Why do you want to improve your reading?

The interviewer should advise the applicant of the following:

After his (her) application is carefully considered, he (she) will be assigned to a volunteer tutor.

The applicant will be advised (by mail) of specific recommendations or arrangements for participating in the tutoring program.

FORM D

Assignment Sheet

NAME OF STUDENT_____ AGE____ DATE _____

ADDRESS OF STUDENT _____

READING LEVEL (Oral or silent reading tests; standardized or informal)

Name of Test _____

Score _____

Chief Areas of difficulty:

If this student has special needs to be considered in scheduling, please be sure to summarize below (transportation, time, etc.):

Additional comments if necessary:

_____

Interviewer

Assigned to:_____ Days:_____ Time: _____

Name_____ Place: _____

Address _____

_____

Telephone No. _____

FORM E

Lesson Plan

Tutor _____

Student _____

Date _____

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials:

Reading Selection: Title _____

Author _____

Source _____

Procedures:

Evaluation:

FORM F

Contact Sheet

Date _____

Tutor _____

Student _____

_____

Purpose:

_____

Materials used (including title and source of selection):

_____

Procedures:

_____

Comments and/or Reactions (tutor and student)

Representative Volunteer Programs*

Three types of volunteer tutor programs are described in this section. Two of the programs are concerned with teaching adults. The third program was designed specifically for assisting children of elementary school age within a school district.

I Adult Programs

A. *Project ABC*

1. *Description.* This is a reading program sponsored by the Economic Opportunity Council. A survey of the area involved in this program indicated that there were 550 adults who had never had any elementary schooling whatsoever. Since this deficiency would be reflected in job opportunities and income level, Project ABC has assumed the responsibility of improving the situation.
2. *Organization.* A coordinator of the literacy project was appointed. The coordinator was responsible for enlisting volunteer tutors, providing a training program for these tutors, providing instructional materials, and instituting the administrative procedures necessary for contacting students and tutors.
3. *Type of program.* Project ABC is a program of individual instruction based on a person-to-person relationship in developing reading and writing skills. It aims to bring the individual up to a sixth grade reading level. The instruction is private and individualized. It is geared to the specific needs and pace of the student. It minimizes the stigma which so many adults feel in having to acknowledge their educational limitations in group programs.
4. *The Teaching Procedures.* The Laubach Literacy Method, consisting of an alphabet taught through pictures with each letter being drawn into a sketch of a familiar object to provide recall through association along with the related materials prepared for the use of this alphabet, was the initial program used in the project. The Mott Basic Language Skills Program is used in conjunction with the Laubach materials. In both programs, the alphabet is taught as sounds connected to key words, using the principle of association. The key words are presented with both pictures

*The editor wishes to express his appreciation to Rita Gold and Julia Higgs for their contributions to this section.

and letters. The Mott System introduces letters phonetically and constructs sentences with a strictly controlled vocabulary. Comprehension is tested as part of the lesson by exercises—such as, choosing the one correct word out of three to match a photograph and filling in the missing word or letter.

5. *Enrollment.* Any man or woman beyond school age who is unable to meet the reading requirements for the school district's adult education class in basic skills is eligible.
6. *Frequency of Instruction.* The volunteer is expected to meet with the student for a minimum of one full hour of instruction each week.
7. *Cost to the Client.* Instruction is supplied free of charge.
8. *Place of Instruction.* Arrangements are made by the coordinator for tutor and student to meet in a public building. Enrollment is accepted at any time during the year.
9. *Training Program for Volunteer Tutors.* In a ten-session workshop, two hours each meeting, volunteers are trained by the coordinator of the literacy project to work with the charts and stories devised by Dr. Frank Laubach and the Mott Basic Language Skills Program, Series 300A. The training program stresses that the volunteer teacher must convey to the student that it is possible to succeed now even though he has failed many times in the past. The tutor is also encouraged to emphasize that this is a new and different way of learning how to read and one which was devised especially for adults. Only those materials which relate to adult interest are used for instruction.*

B. *Adult Reading Assistance Program*

1. *Description.* This program offered by an interfaith group was designed to meet the needs of adults working and/or living within the community who could not qualify for the basic skills program for adults in the school district.
2. *Enrollment.* Any man or woman who cannot qualify for the basic skills course offered to adults in the school district is eligible for the adult reading assistance programs.
3. *Who Does The Teaching?* Volunteer women with or without

*Editor's Note: It is significant to mention here that in all the adult literacy programs studied to date in the United States, emphasis in the volunteer training program has been given to the needs of the adolescent and adult student in terms of his self-concept, motivation, experiential background, and intellectual potential.

prior teaching experience who are willing to accept the responsibility of working with one student.

4. *Frequency of Instruction.* Each tutor is expected to work with his student for a minimum of one hour of instruction weekly.
5. *Cost.* Instruction and materials are provided free of charge.
6. *Place of Instruction.* Public buildings (libraries, schools, Economic Opportunity Council Office, and a business office of a local resident) are used for teaching sessions.
7. *Training of Volunteer Tutors.* The training program consists of six sessions (three hours each), twice weekly, for three consecutive weeks. The half-day training sessions were requested by the volunteers in preference to three full consecutive days.* The program included the following:
   a. instruction in i.t.a.
   b. transliteration (changing selections using the regular alphabet into i.t.a.)
   c. diagnosis of reading difficulties
   d. understanding the adult learner
   e. the reading process
   f. approaches to teaching reading for transition activities
8. *The Reading Lesson: Goals, Structure, and Materials.* Emphasis was given to lesson planning and preparation of materials in i.t.a. Specific reading skills relating to word recognition and comprehension were introduced in the structure of these lessons, providing an opportunity for the tutors to understand the relationship between the material and instructional progress in terms of the needs of the student (the material is related to the student's interest; the skills to be taught are related to his academic needs).
9. *Progress of program.* Concurrent with the adult reading assistance program, as outlined, the nonEnglish speaking population of the community had grown and many Spanish speaking adults had sought language assistance. To fulfill this need, tutors were assigned for one-to-one instruction and, in addition, group English language instruction was arranged through the Economic Opportunity Council. Emphasis has been given to building a listening, speaking, and reading vocabulary for functional use (shopping, signs, communicating). It has been observed that those students who work daily with English-speaking people progress more

*The time between sessions was utilized for transliteration practice and the preparation of materials.

rapidly in learning English than do those who work with nonEnglish-speaking people. An additional factor also deserves consideration. The level of literacy of the adult in his native tongue appears to be relevant to the type of instruction offered to him. For the adult who is highly literate in his own language, learning English as a second language is a related learning experience. For the adult who is not literate in his own language, learning English is limited to his individual level of language experience. In the reading instruction for the illiterate students, extending experience becomes an integral part of the program. For example, understanding directions for the use of a city subway is taught in conjunction with the experience of using the subway.

C. *School District Volunteer Program*

1. *Description.* The third program is a school district volunteer program supported by funds provided under Title I of the Elementary and Secondary Education Act. The program was the result of a proposal submitted by two fourth-grade teachers in the district who were concerned about the many learning problems in an increasing number of their students despite attempts to individualize instruction and the desire for more instructional time and effort to provide for needs. It was proposed that the school district employ a professional to administer a district-wide school volunteer program for the purpose of recruiting volunteer workers, training volunteers to work under teacher's supervision, and providing the district with personnel whose special talents could enrich children gifted in special areas and add to the background of the culturally deprived.
2. *Objectives of the Program.*
   a. to provide a more effective utilization of teacher time and skills
   b. to establish a program allowing for more individualized instruction
   c. to increase the attainment of educationally deprived students
   d. to promote greater school-cummunity involvement.

It was decided that a school volunteer unit would be established in a school only at the written request of a building principal, after consultation with his teachers. The program was to meet with the

approval of the majority of the faculty, and no teacher would be expected to work with a volunteer if he did not wish to do so.

3. *Requirements for Volunteers.*
   a. college education or its equivalent in experience
   b. personal interview
   c. two references—one to be medical
   d. chest x-ray
   e. the volunteer may not serve in the school which her child attends.
4. *Training Program.* Three sessions of approximately two hours each were arranged. One session was devoted to an introduction to the school volunteer program and to the organization of the school district. The volunteers learned what was expected of them as well as something about the curriculum of the elementary school. The second session was held at the instructional materials center where the volunteers were given an opportunity to familiarize themselves with some of the equipment and materials. The third session was held at the school to which the volunteer was assigned. Here the volunteer met the principal and the assigned teacher and was given some orientation to building policies and regulations.
5. *Progress of the Program.* During the year, fifty-nine volunteers participated in the program, sixteen of whom were students from either Queens College, New York, or C. W. Post College, New York, who needed volunteer experience with children for their educational psychology class. Programs were established in four elementary schools, and services ranged from clerical assistants to participation in reading programs at the primary level. A total of 3,168 hours of service was given, and two thirds of it was in classroom assistance and reading.

   In one school, the volunteers worked only in the reading program, under the direction of the reading teacher. The program was designed as a corrective and preventative reading program in the primary grades. Each volunteer gave two one-and one-half-hour sessions per week. The volunteer was trained by the reading teacher to listen to children's oral reading, to manipulate the Tach-X and Controlled Reader, to utilize the library facilities, and to direct the use of visual-perception training materials. On-the-job training was continued, and experienced volunteers were used to

assist new volunteers. The volunteers divided their time between two groups of children with whom they met twice a week. Several of the volunteers also worked with individual children who had specific language or reading problems. At another school in the district, eight student volunteers, concentrating on children who might benefit from training in visual perception, were assigned to work in the first grades. The children were tested by the reading teacher, and the areas of need diagnosed. The school psychologist and the reading teacher provided the student volunteer with instruction in the use of the Frostig materials. The volunteers worked with two or three children at a time, twice a week, for one- and one-half-hour sessions. Volunteers also accompanied the class to physical education and participated in the exercises designed for training in muscular coordination in order to repeat them later in the classroom.

6. *Future Plans.* Plans are under way for having volunteers use word games and cards to drill primary children in basic sight vocabulary, as well as to employ matching and classifying shapes and use puppets for creative language experiences. The other programs will be continued and enlarged.
7. *Evaluation.* The sincere interest of the volunteer appears to impress the youngsters as well as the teachers and administrators. The one-to-one unpressured relationship appears to be a vital factor in the success of the program. The individual instruction is guided by professional staff and administered by competent, volunteer teachers. The materials distributed to the parents of the school children and describing the program include an illustrated brochure inviting participation. The volunteer tutors receive a handbook with comprehensive guidelines concerning school staff-volunteer relationship, school calendar, procedures. A newsletter about the program is published monthly to maintain maximum communication between the volunteers and school district.

Programed Tutoring

Another type of tutoring program that is gaining wide recognition is programed tutoring. Programed instruction is defined as a system of learning in which

1. The subject matter is carefully organized into a logical sequence in which it can be readily learned by the student;
2. the subject matter is broken down into small, discrete steps—

incomplete statements or questions—to which the learner makes an active response;
3. the learner can progress through the sequence independently and at his own rate; and
4. the learner is given the correct response immediately upon completing his own to reinforce his learning if his response is correct and to provide an immediate opportunity to discover and correct his error if it is not.*

For those directors or coordinators of tutoring programs who are interested in programed tutoring, it is recommended that they look at the work of D. G. Ellson, Phillip Harris, and Larry Barber of Indiana University. A summary and evaluation of these procedures and techniques appear in "A Field Test of Programed and Directed Tutoring," *Reading Research Quarterly*, Spring 1968 (published by the International Reading Association, Newark, Delaware).

REFERENCES

1. Frostig, Marianne, and David Horne. *The Frostig Program for the Development of Visual Perception*. Chicago: Follett, 1964.
2. Laubach, Frank C. *Charts and Stories*. Syracuse, New York: New Readers Press, 1963.
3. Laubach, Frank C. *Writing Book for Charts and Stories*. Syracuse, New York: New Readers Press, 1964.
4. *Learning 100 Communication Skills System*. Huntington, New York: Educational Developmental Laboratories, 1965.
5. Mott Adult Reading Center. *Teaching Adults to Read*. Flint, Michigan: Flint-Marc Publishing, 1964.
6. Woolman, Myron. *Reading in High Gear*. Chicago: Science Research Associates, 1964.

*Building Reading Power. Columbus, Ohio: Charles E. Merrill Books, 1964.

CHAPTER VIII

Helpful Materials for the Volunteer Tutor*

LILLIE POPE
Coney Island Hospital
Brooklyn, New York

Materials which Emphasize Word Analysis Skills, Vocabulary Development, and Spelling

Column one lists the reading grade level of the material.

Column two indicates the age level of the students for whom the material will be interesting.

C	child, ages 6–11
ET	early teens, ages 12–15
YA	young adult
A	adult
All	all ages

	Reading Grade	Interest Level
A First Course In Phonic Reading, G. Nelson, Educators Publishing Service.	Beg.	All
Intersensory Reading Method, C. Pollack, Book-Lab, Inc.; unit designed to teach consonants and short vowels to non readers.	Beg.	C, ET, YA
Learning the Letters, Educators Publishing Service.	Beg.	C, ET, YA
Phonovisual Series, Phonovisual Products, Inc.	Beg.	C, ET
Programmed Phonics Series, Educators Publishing Service; assumes a knowledge of consonant sounds.	Beg.	All
Specific Skill Series, Barnell Loft, Inc.; books A-F are at grade levels one through six; after the first level, the books may be used by students of any age as remedial workbooks for improving comprehension skills.	1–6	All

*Based on a chapter from *Guidelines to Teaching Remedial Reading to the Disadvantaged* by Lillie Pope (copyright 1967) with permission of the Publisher, Book-Lab, Inc., 1449 - 37th Street, Brooklyn, N.Y. 11218. This section may not be reproduced without permission from the publisher.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Book-Lab, Inc.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

	Reading Grade	Interest Level
Reading With Phonics, J. B. Lippincott Company; accompanied by workbooks: *Sounds, Letters and Words; More Sounds, Letters and Words; Skill with Sounds.*	Beg.	C, ET
Structural Reading Series, Random House; useful for individual tutoring in early instruction.	Beg.	All
McCall-Crabbs Standard Test Lessons in Reading, Teachers College Press.	2–12	All
Word Attack Series, Feldman, S. and Merrill, K., Teachers College Press; *Ways to Read Words*—Grade 2; *More Ways to Read Words*—Grade 3; *Learning About Words*—Grade 4.	2–4	All
Remedial Reading Drills, Hegge, T. G., and others, George Wahr Publishing Company.	Beg.–3	All
Phonics We Use, Lyons & Carnahan Educational Publishers; phonics exercises, with emphasis on auditory discrimination.	1–6	All
Thorndike-Barnhart Junior Dictionary, Doubleday and Company.	4+	All
Merrill Linguistic Readers, Charles E. Merrill Publishing Company; series with phonics approach.	Beg.–6	All
Let's Read, Clarence L. Barnhart Publishing Company.	1–3	C, ET, YA
Open Court Correlated Language Arts Program, Open Court Publishing Company; basic readers, workbooks, and supplementary storybooks, stressing a phonics approach.	Beg.–6	C, ET
The Sullivan Associates Readers Series, McGraw-Hill Book Company; fourteen books stressing short vowels.	2–3	C
Basic Reading Series, McCracken, G. & Walcutt, C., J. B. Lippincott Company.	Beg.–4	C, ET
Building Reading Skills, McCormick-Mathers Publishing Company.	Beg.–6	C, ET
Primary Phonics Series, Educators Publishing Service; brief pamphlet readers using consonants and short vowels, supplemented by workbook.	Beg.	C
Programmed Reading, McGraw-Hill Book Company.	1–3	C
Sullivan Reading Series, McGraw-Hill Book Company.	Beg.–3	C
First Phonics Series, Educators Publishing Service; introduction of consonants and short vowels, supplemented by consonant cards.	Beg.	C, ET
Operation Alphabet, National Association of Public School Adult Educators; manual designed for use with television program of the same name.	Beg.–3	YA, A
Programmed Reading for Adults Series, McGraw-Hill Book Company.	Beg.–5	YA, A
Word Power Made Easy, Lewis, N., Pocket Books.	9+	YA, A
Word Wealth, Miller, W., Holt, Rinehart & Winston.	9+	YA, A
Thirty Days to a More Powerful Vocabulary, Funk, W. & Lewis, N., Washington Square Press.	9+	YA, A

	Reading Grade	Interest Level
Arco High School Equivalency Book, Arco Publishing Company.	9+	YA, A
Word Attack, Robert, Clyde, Harcourt, Brace & World.	7+	ET, YA, A
Vocabulary for College I and II, Diederick, P. & Carlton, S., Harcourt, Brace & World.	9+	YA, A
Thorndike-Barnhart High School Dictionary, Doubleday & Company.	9+	ET, YA, A
Modern Reading Skill Text, Book III, Charles E. Merrill Books, Inc.	9+	YA, A
English 2600, Harcourt, Brace & World.	9+	YA, A
Mastering Good English, Continental Press.	9+	YA, A
Mastering Good Usage, Continental Press.	9+	YA, A
Practical English Workbook, Scholastic Book Service.	9+	YA, A
Essentials of Modern English, Pollack et al., Macmillan Company.	9+	YA, A

Materials to Develop Comprehension and Encourage Interest and Pleasure in Reading

Gates Peardon Practice Exercises in Reading, Teachers College Press.	1-7	All
Readers' Choice Catalog, Scholastic Book Services; inexpensive paperback books.	2-12	All
Easy Reading Simplified Classics Series, Scott, Foresman & Company; popular titles include *Robinson Crusoe*, *Tom Sawyer*, *Moby Dick*.	3-5	All
Discovery Books, Garrard Publishing Company; popular titles include *Ulysses S. Grant*, *George Washington Carver*, *George Washington*, *Daniel Boone*.	3	All
True Books, Institutional Book Service.	1-2	All
Practice Readers, McGraw-Hill Book Company; short selections.	3-4	All
We Honor Them, Watson, W. M., New Readers Press; this two volume series presents easy to read one page biographies of important Negroes in American history.	2-4	All
Special Primary Series, Schwartz, L., Noble & Noble Publishers; five inexpensive workbooks designed for use with urban disadvantaged children, including supplementary units on preprimer level.	Beg.	C
The Bank Street Readers, Macmillan Company; for urban disadvantaged children, including supplementary units on preprimer level.	Beg.-3	C
Dolch Series, Garrard Publishing Company; easy to read books using Dolch basic sight vocabulary.	1-3	C
Sailor Jack series, *Cowboy Sam* series, *Dan Frontier* and *Ca-Basic Reading* series, Benefic Press.	Beg.-4	C
Morgan Bay Mystery series, Harr Wagner Publishing Company.	2-4	C

	Reading Grade	Interest Level
Jim Forest series, Harr Wagner Publishing Company.	1–3	C
Language Experience Readers, (Chandler Reading Program) Chandler Publishing Company; the program includes paperback picture portfolios, preprimer paperback readers.	Beg.–3	C
Holt Urban Social Studies Series, Holt, Rinehart & Winston, Inc.; attractively illustrated series.	2–4	C
The City Is My Home Series, John Day Company.	Beg.	C
Look, Read, Learn Books, Melmont Publishers; titles include *At the Airport, Freight Yard*.	2–3	C, ET
The Box Car Children Series, Scott, Foresman & Company	2–5	C, ET
Reading Round Table Series, American Book Company	1–6	C, ET
Yearling Books, Dell Publishing Company; inexpensive paperback adaptations of children's classics includes biographies of Frederick Douglass, Abraham Lincoln, and John F. Kennedy.	2–8	C, ET
Martin Mooney's Minute Mysteries, Educators Publishing Service; short stories.	3–4	C, ET, YA
Deep Sea Adventure Series, Harr Wagner Publishing Company.	1–5	C, ET, YA
Checkered Flag Series, Harr Wagner Publishing Company.	2–3	C, ET, YA
Teen Age Tales, D. C. Heath & Company; short, interesting stories.	3–6	ET, YA
Readers Digest Skill Builders, Readers Digest Services, Inc.	1–8	ET, YA, A
Adult Reading Series, Readers Digest Services, Inc.; Twelve short reading booklets with comprehensive questions.	1–4	YA, A
New Rochester Occupational Reading Series: The Job Ahead, Science Research Associates; the same vocational material presented at each reading level.	2–5	YA, A
Accent Education Series, Follett Publishing Company. *You and They* *You are Heredity and Environment* *Taking Stock* *You and Your Needs* *You and Your Occupation* *Getting That Job*	3–4	YA, A
Reading for a Purpose, Follett Publishing Company; provides instruction at earliest reading level, including building of sight vocabulary	Beg.	YA, A
Communications Series, Follett Publishing Company.	2–3	YA, A
Landmark Books, Random House; books of history and biography.	4–8	All
Macmillan Reading Spectrum, Macmillan Company; general instructional materials.	4–8	All
Citizens All Series, Houghton Mifflin Company; a series of social studies enrichment texts.	4–6	C, ET, YA
Proudly We Hail, Brown, V. & Brown, J., Houghton Mifflin Company; brief illustrated biographies.	4–5	ET, YA

	Reading Grade	Interest Level
Holt's Impact Series, Holt, Rinehart & Winston; beautifully illustrated units; each unit contains anthology, record and ten paperback books.	6–9	ET, YA, A
Books for Reluctant Readers, Scholastic Book Services; inexpensive paperback readers.	5–8	ET, YA, A
Call Them Heroes, Silver-Burdett Company; a book of short biographies of minority group members	5–6	ET, YA, A
The Getting Along Series, Frank E. Richards. *After School Is Out* *Al Looks for a Job* *A Job at Last* *Money in the Pocket* *From Tires to Teeth*	5–6	YA
Vocational Reading Series, Follett Publishing Company. *Marie Perrone, Practical Nurse* *The Delso Sisters, Beauticians* *John Leverone, Auto Mechanic* *The Millers and Willie B. Butcher, Baker, Chef*	4–6	ET, YA, A
Turner-Livingston Series, Follett Publishing Company. *The Money You Spend* *The Town You Live In* *The Jobs You Get* *The Person You Are* *The Friends You Make* *The Family You Belong To*	5–6	ET, YA, A
Turner-Livingston Series, Follett Publishing Company. *The Television You Watch* *The Phone Calls You Make* *The Newspaper You Read* *The Movies You See* *The Letters You Write* *The Language You Speak* *Understanding the Automobile*	6–7	ET, YA, A
What Job for Me? Series, McGraw-Hill Book Company; eighteen pamphlet size paperback books providing vocational orientation; titles include *Carmen the Beautician, Nick the Waiter, Phil the File Clerk.*	4–6	YA
Reading for Meaning Series, J. B. Lippincott Company.	4–12	YA
Falcon Books, Noble & Noble; especially adapted best sellers of high interest, easy reading levels, includes such titles as *Fail Safe, A Tree Grows in Brooklyn.*	4–12	YA, ET, A
Reading Development Kit, Addison Wesley Publishing Company; Kit A, second and third grade levels; Kit B, fourth to sixth grade levels; Kit C, seventh grade and above; the whole program requires minimum supervision.	2–9	YA, A
Macmillan Gateway Series, Macmillan Company anthologies.	7	YA, A

Games

(Prices subject to change)

Alphabet, Childcraft ($3.00)
ABC Lotto, Childcraft ($1.25)
Consonant Lotto, Garrard Publishing Company ($1.00)
Easy Crossword Puzzles for People Learning English, Walter P. Allen, English Language Services
Fun With Rhymes, Instructo Products Company ($3.95)
Go Fish, A Consonant Sound Game, Remedial Education Center ($1.25)
Go Fish, A Consonant Blend Game, Remedial Education Center ($1.25)
Grab, Dorothea Alcock (Deck 1, $1.75; Deck 2, $1.75; Senior, $1.75)
Group Sounding Game, Garrard Publishing Company ($1.59)
Group Word Teaching Game, Garrard Publishing Company ($1.59)
Judy's Match-Ettes (for use at the reading-readiness level), Judy Company ($3.95)
Junior Scrabble, Selchow and Righter Company ($3.00)
Match, Sets I and II, Garrard Publishing Company ($1.50 per set)
The Monkey Game, Dorothea Alcock ($2.50)
My Puzzle Book, I, II, Garrard Publishing Company ($.56)
Object Lotto, Childcraft ($1.25)
Pay the Cashier, Garrard Publishing Company ($3.95)
Phonetic Quizmo, Milton Bradley Company ($1.50)
Picture Dominoes, Childcraft ($1.25)
Picture Readiness Game, Garrard Publishing Company ($.75)
Picture Word Builder, Milton Bradley Company ($.75)
Pirate Keys (for phonics instruction), Antioch Bookplate Company
Read and Say Verb Game, Garrard Publishing Company ($1.50)
Rummy: Phonic Rummy; Junior Phonic Rummy; Phono Visual Products ($1.25 /set)
Scrabble, Selchow and Righter Company ($4.00)
Sentence Builder, Milton Bradley Company ($1.00)
Spill and Spell, Childcraft ($2.00)
Show You Know Then Go, Teaching Resources, Inc. ($7.50)
The Syllable Game, Garrard Publishing Company ($1.00)
Take, Garrard Publishing Company ($1.50)
Vowel Dominoes, Remedial Education Center ($1.35)
Vowel Lotto, Garrard Publishing Company ($1.00)
What the Letters Say, Garrard Publishing Company ($1.98)
Who Gets It? Garrard Publishing Company ($1.59)

Teaching Aids

Alphabet Sets, Creative Playthings ($1.65)
Basic Sight Cards, Garrard Publishing Company ($1.25)
Flannel Boards, Judy Manufacturing Company ($6.00/set)
Judy Alphasets, Judy Manufacturing Company ($2.75-$7.50)
Letter Blocks, Childcraft (capitals/lower case $26/set)
Letter Form Board and letters, Houghton Mifflin Company ($45.00)
Picture Word Cards, Garrard Publishing Company ($1.00)
Popper Word Sets, Garrard Publishing Company ($1.00)
Puppets, Creative Playthings (animals $1.95, family $6.50/set)
Short Vowel Drill, Remedial Education Center ($.60)

Sight Phrase Cards, Garrard Publishing Company ($1.00)
Touch to Learn Beaded Letters, Childcraft ($3.95)
Word Prefixes, Kenworthy Educational Service, Inc.
Word Suffixes, Kenworthy Educational Service, Inc.

Periodicals

News For You (Box 131, Syracuse, New York 13210.) Weekly newspaper in two levels of difficulty, of special interest to the young adult and adult reader; levels 3–4 and 5–6.
New York, New York, Random House, 457 Madison Avenue, New York, New York 10022. Weekly newspaper published in five levels of difficulty.
Scope, Scholastic Magazines, Inc.
Popular Science, 355 Lexington Avenue, New York, New York 10017.
Popular Mechanics, 350 W. 55th Street, New York, New York 10019.
National Geographic Magazine, 17th and M Streets, NW, Washington, D.C. 20036.
Natural History, American Museum of Natural History, 79th Street and Central Park West, New York, New York 10024.
Look, Look Building, Des Moines, Iowa 50304.
Life, Time, Inc., 540 N. Michigan Avenue, Chicago, Illinois 60611.
Ebony, 1820 South Michigan Avenue, Chicago, Illinois 60616.

Background Reading for the Tutor

Culturally Deprived Child, Frank Riessman; Harper and Row, 1962.
Education and Income, Patricia Sexton, Viking Press, 1961.
Free and Inexpensive Educational Aids, Thos. J. Pepe; Dover Publishing Company, 1962.
Guidelines for Teaching Remedial Reading to the Disadvantaged, Lillie Pope, Book-Lab, Inc., 1967.
Language and Learning Activities for the Disadvantaged Child, C. Bereiter and S. Engelmann, Anti-Defamation League of the B'nai B'rith.
Listening Aids Through the Grades, David Russell and Elizabeth F. Russell; Teachers College Press, 1959.
Primer for Parents, Paul McKee; Houghton Mifflin Co., 1966.
Reading Aids Through the Grades, David Russell and Etta Karp; Teachers College Press, 1951.
Slums and Suburbs, James Conant; McGraw-Hill Book Company, 1961.
Spinster, Sylvia Ashton-Warner, Simon and Schuster, Inc., (or Bantam Paperback), 1958.
Teacher's Guide for Remedial Reading, Wm. Kottmeyer; McGraw-Hill Book Company, 1958.
Teaching Reading to Adults, Edwin H. and Marie P. Smith; National Assoc. of Public School Adult Educators, 1962.
You and Your Child's Reading, Charlotte Mergentime; Harcourt, Brace, and World, Inc., 1963.

Directory of Publishers

Addison-Wesley Publishing Co., Inc., Menlo Park, California 94025
*Alcock, Dorothea, Covina, California 91722

*Publisher of Games

Allied Education Council, Distribution Center, Galien, Michigan 49113
Allyn and Bacon, 310 West Polk Street, Chicago, Illinois 60607
American Book Company, 55 Park Avenue, New York, New York 10003
American Peoples Press, Inc., 155 North Wacker Drive, Chicago, Illinois 60606
American Technical Society, 850 East 58th Street, Chicago, Illinois 60637
American Textbook Publishers Institute, 432 Park Avenue, New York, New York 10016
Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, New York 10036
*Antioch Bookplate Company, Yellow Springs, Ohio 45387
Arco Publishing Company, 219 Park Avenue South, New York, New York 10003
Barnell Loft Ltd., 11 South Centre Avenue, Rockville Center, New York 11570
Barnhart, Clarence L., Box 359, Bronxville, New York 10708
Beckley-Cardy Company, 1900 North Narragansett Street, Chicago, Illinois 60639
Benefic Press, 1900 North Narragansett Street, Chicago, Illinois 60639
Bobbs-Merrill Company, 1720 East 38th Street, Indianapolis, Indiana 46218
Book-Lab, Inc., 1449-37th Street, Brooklyn, New York 11218
Bureau of Publications, Teachers College, Columbia University, New York, New York 10027
*Cadaco-Ellis Company, 1446 Merchandise Mart, Chicago, Illinois 60654
Chandler Publishing Company, 124 Spear Street, San Francisco, California 94105
*Childcraft, P. O. Box 280, Madison Square Station, New York, New York 10010
Children's Press, Inc., 310 South Racine Avenue, Chicago, Illinois 60607
Cloidt, Gielow & Dudley, Inc., 175 W. Jackson Blvd., Chicago, Illinois 60604
Compton, F. E., & Company, 1000 N. Dearborn Street, Chicago, Illinois 60610
Continental Press, Elizabethtown, Pennsylvania 17022
Coronet Instructional Films, 65 E. Water Street, Chicago, Illinois 60601
*Creative Playthings, Princeton, New Jersey 08540
Crowell-Collier and Macmillan, Inc., 640 Fifth Avenue, New York, New York 10019
Dell Publishing Company, Inc., 750 Third Avenue, New York, New York 10017
Denoyer-Geppert Company, 5235 N. Ravenswood Avenue, Chicago, Illinois 60640
*Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657
Doubleday & Company, Institutional Department, Garden City, New York 11530
Dover Publishing Company, 180 Varick Street, New York, New York 10014
Educational Development Laboratories, Huntington, New York 11743
Educator's Publishing Service, Cambridge, Massachusetts 02139
Encyclopedia Britannica Press, 425 N. Michigan Avenue, Chicago, Illinois 60611
*English Language Services, Inc., 800 18th Street, NW, Washington, D. C.
*Exclusive Playing Card Company, 711 South Dearborn St., Chicago, Illinois 60605
Ferguson Publishing Company, 6 N. Michigan Avenue, Chicago, Illinois 60602
Field Enterprises Educational Corp., Merchandise Mart, Plaza, Chicago, Illinois 60654
Follett Publishing Company, 1010 W. Washington Street, Chicago, Illinois 60606
*Garrard Publishing Company, 1607 N. Market Street, Champaign, Illinois 61820
Ginn & Company, 205 West Wacker Drive, Chicago, Illinois 60606
Hale, E. M., & Company, Eau Claire, Wisconsin 54701
Hammond, C. S., & Company, 515 Valley Street, Maplewood, New Jersey 07040
Harcourt, Brace & World, Inc., 7555 Caldwell, Niles, Illinois 60648

*Publisher of Games

Harper & Row Publishers, Inc., 2500 Crawford Avenue, Evanston, Illinois 60201
Harr Wagner Publishing Co., 29 Columbine Drive, Palatine, Illinois 60067
Heath, D. C., & Company, 1[illegible]5 Prairie Avenue, Chicago, Illinois 60616
Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017
*Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036
Institutional Book Service, 1224 W. Van Buren Street, Chicago, Illinois 60607
*Instructo Products Co., Philadelphia, Pennsylvania 19131
Instructor Magazine, 75 East Wacker Drive, Chicago, Illinois 60430
Irwin, Richard D., Inc., 1818 Ridge Road, Homewood, Illinois 60430
John Day Company, Inc., 200 Madison Avenue, New York, New York 10016
*Judy Company, 310 North Second Street, Minneapolis, Minnesota 55401
*Kenworthy Educational Service, Inc., P. O. Box 3031, Buffalo, New York 14205
King Company, 2412 West Lawrence Avenue, Chicago, Illinois 60625
*Kraeg Games, Inc., 4500 Shenandoah Avenue, St. Louis, Missouri 63110
LaSalle Extension University, 417 S. Dearborn Street, Chicago, Illinois 60605
Lippincott, J. B. Company, 521 Fifth Avenue, New York, New York 19105
Loyola University Press, 3441 N. Ashland Avenue, Chicago, Illinois 60657
Lyons & Carnahan Educational Publishers, 407 East 25th Street, Chicago, Illinois 60616
Macmillan Company, 60 Fifth Avenue, New York, New York 10011
McCormick-Mathers Publishing Company, 1440 East English, Wichita, Kansas 67211
McGraw-Hill Book Company, 4655 Chase Avenue, Lincolnwood, Illinois 60646
McKay, David, 119 West 40th Street, New York, New York 10011
Melmont Publishers, 1224 West Van Buren Street, Chicago, Illinois 60607
Mentzer, Bush & Company, 645 N. Michigan Avenue, Chicago, Illinois 60611
Merrill, Charles E., Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216
*Milton Bradley Company, Springfield, Massachusetts 01102
National Association of Public School Adult Educators, 1201 16th Street NW, Washington, D. C. 20006
National Forum, 407 South Dearborn Street, Chicago, Illinois 60605
National Textbook Corporation, 4761 Touhy Avenue, Chicago, Illinois 60646
New Readers Press, Syracuse, New York 13210
New York University Press, Washington Square, New York, New York 10003
Noble and Noble Publishers, 750 Third Avenue, New York, New York 10017
O. A. Business Publications, Inc., 288 Park Avenue, Elmhurst, Illinois 60126
Open Court Publishing Company, Box 399, LaSalle, Illinois 61301
*Parker Brothers, Inc., Salem, Massachusetts 01970
Phonovisual Products, Inc., P. O. Box 5625, Washington, D. C. 20016
Pocket Books, Division of Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020
Portal Press, Inc., 369 Lexington Avenue, New York, New York 10017
Prentice-Hall, Inc., Educational Book Division, Englewood Cliffs, New Jersey 07632
Putnam, G. P., Company, Inc., 200 Madison Avenue, New York, New York 10016
Rand McNally & Company, P. O. Box 7600, Chicago, Illinois 60680
Random House, 457 Madison Avenue, New York, New York 10022
Reader's Digest Services, Educational Division, Pleasantville, New York 10570
*Remedial Education Center, 2138 Bancroft Place NW, Washington, D. C. 20008
Richards, Frank E., Publisher, 2[illegible]5 Church Street, Phoenix, New York 13135

*Publisher of Games

Rowe, H. M. Company, 600 Van Buren Street, Chicago, Illinois 60607
Scholastic Book Service, 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
Scott, Foresman & Company, 433 East Erie Street, Chicago, Illinois 60611
*Selchow and Righter Company, 200 Fifth Avenue, New York, New York 10010
Silver Burdett Company, 460 Northwest Highway, Park Ridge, Illinois 60068
Simon & Schuster, Inc., 630 Fifth Avenue, New York, New York 10020
Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614
South-Western Publishing Company, 5001 West Harrison, Chicago, Illinois 60644
Standard Education Society, Inc., 130 North Wells Street, Chicago, Illinois 60606
Steck Company, Box 16, Austin, Texas 78767
Summy-Birchard Publishing Company, 1834 Ridge Avenue, Evanston, Illinois 60201
*Teaching Resources, Inc., 100 Boylston Street, Boston, Massachusetts 02116
United Educators, Inc., 801 Green Bay Road, Lake Bluff, Illinois 60044
United States Government Printing Office, Washington, D.C. 20025
University of Chicago Press, 5750 South Ellis Avenue, Chicago, Illinois 60637
Viking Press, 625 Madison Avenue, New York, New York 10022
Wahr, George Publishing Company, Ann Arbor, Michigan
Washington Square Press, Inc., 630 Fifth Avenue, New York, New York 10003

*Publisher of Games

CHAPTER IX

Materials for Adult Basic Education*

EDWARD G. SUMMERS
Indiana University

MATERIALS for adult basic education and literacy training are available from widely scattered sources. This bibliography lists materials which have been evaluated and found to be particularly useful. Appraisals of the materials are not absolute but can serve as a starting point for teachers and administrators developing programs. The listing is by no means exhaustive. Other sources are available which include comprehensive lists for various levels of instruction. A number of these are included in the section of professional references.

No one set of materials currently available could be considered a total instructional system applicable in all adult learning situations. It is doubtful whether such materials will ever be marketed. The population of adults in need of basic education and literacy training is extremely diverse and their multiple related problems are not amenable to easy solution. Thus, any piece of material included in the bibliography will very likely need to be supplemented by the teacher to include additional prepared lessons for skill building, informal measures to evaluate student needs and progress, and extensive opportunities for purposeful reading. Caution should be exercised in selecting and using the materials listed.

The bibliography is divided into four categories listing instructional material in reading, written and oral communication, arithmetic, citizenship, and personal adjustment. A fifth category includes a brief listing of professional references for the teacher. Materials for arithmetic and mathematics are listed separately although they are also

*Reprinted from the *Journal of Reading*, April 1967, with permission of Edward G. Summers and the International Reading Association. (USAFI materials updated in 1972.)

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Edward G. Summers
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

found as constituent parts of materials designed for other uses. Instructional materials are organized under three somewhat arbitrary levels—Beginning, Intermediate, and Advanced—which correspond roughly to primary, intermediate, and beginning high school levels. Only material which could be considered basic material in the usual definition of the term is included. Supplementary reading materials corresponding to the three levels exist in vast quantities and are not easily categorized. For each item in the bibliography a brief series of terms is given to pinpoint the content covered and the major areas of use.

Beginning Level

1. Cass, Angelica W. *Live and Learn* (New York: Noble and Noble Publishers, Inc., 1962).
   English for foreign born, whole word approach, basic vocabulary of 600 words taken from Cass' Adult Elementary Word List, units on getting a job, social security, driving a car, lower socioeconomic groups in urban settings—reading, personal adjustment, citizenship.
2. ————. *Everyday English and Basic Word List for Adults* (New York: Noble and Noble Publishers, Inc., 1964).
   Spelling, grammatical usage, provides vocabulary used in various situations such as home, employment, etc., source of vocabulary for lessons—reading, personal adjustment, handwriting.
3. ————. *How We Live* (New York: Noble and Noble Publishers, Inc., 1949).
   First-year text, English for foreign born, practice exercises, check tests, content related to adult interests—reading, handwriting, citizenship.
4. Clark, Ann Nolan. *Safe Drinking Water* (Washington, D.C.: Bureau of Indian Affairs, Department of the Interior).
   ————. *Group Organization.*
   ————. *Banking.*
   Duley, Alvin J. *Our Family.*
   Williamson, Vera. *I Am A Good Citizen.*
   Daily, Tonita. *My Garden.*
   Chilocco Teaching Staff. *Campus Behavior.*
   Best, Mary. *Catching Sickness.*
   Hill, Jessie L. *I Can Tell Time.*
   Hill, Jessie L. *Budget Stretchers.*
   Illustrated, some vocabulary control, published for use with Bureau of Indian Affairs classes—reading, arithmetic, personal adjustment.
5. The Editorial Staff. *Steps to Learning* (Austin, Texas: The Steck Co., 1965).
   Oral language, alphabet, sight vocabulary, phonetic and structural analysis, content built around work and recreational activities of adults—reading, handwriting, arithmetic, personal adjustment.
6. Educational Division, Reader's Digest Services Pleasantville, New York. *Reading Skill Builders.*
   Level I: Books 1 & 2
   Level II: Books 1, 2, & 3
   Level III: Books 1, 2, & 3
   Well-graded, exercises and check tests included—reading.
   12 Book Series of Adult Readers.
   Second Chance—1964 (1-2)
   Mystery of the Mountains—1964 (1-2)

Send for Red—1964 (1-2)
Workers in the Sky—1964 (1-2)
Men Who Dare the Sea—1965 (2-3)
Santa Fe Traders—1965 (2-3)
Valley of 10,000 Smokes—1965 (2-3)
A Race to Remember—1965 (2-3)
Excellent adult content, exercises included at end of each story, emphasis on word recognition by sight and context, structural analysis, comprehension—reading.

7. Federal Textbook on Citizenship.
On the Way to Democracy Book 1 (Form M-10). (Washington: Superintendent of Documents, Revised 1963.)
Rights of the People Book 1 (Form M-14). (Washington: Superintendent of Documents, Revised 1963.)
The Business of Our Government Book 1 (Form M-18). (Washington: Superintendent of Documents, Revised 1963.)
Laws for the Nation Book 1 (Form M-22). (Washington: Superintendent of Documents.)
Our Constitution Lives and Grows Book 1 (Form M-48). (Washington: Superintendent of Documents.)
Written for naturalization classes, readily adapted, companion volume for helper, controlled vocabulary and sentence length—reading, personal adjustment, citizenship.

8. Guyton, Mary L. and Margaret E. Kieley. *From Words to Stories* (New York: Noble and Noble Publishers, Inc., 1951).
Basic vocabulary of 144 words, English for foreign born, introductory level—reading, personal adjustment.

9. Henderson, Ellen C. and Twila L. Henderson. *Learning to Read and Write* (New York: Holt, Rinehart and Winston, Inc., 1965).
Emphasis on grapheme-phoneme relationship, teacher's manual, sight words, consonants, vowels, phonetic and structural analysis, adult interest good—reading, handwriting, personal adjustment, arithmetic.

10. Henney, R. Lee. *System for Success Book 1* (Chicago: Educational Opportunities Project, Follett Publishing Company, 1964).
"Family" phonics approach, capitalization, punctuation, abbreviations, sentence structure, writing letters, completing application forms—reading, arithmetic.

11. Home and Family Life Series.
Griffen, Ella Washington. *Three Instructional Tools for Teachers* (New London, Connecticut: Arthur C. Croft Publications, 1960).
————. *Reading Placement* (New London, Connecticut: Educator's Washington Dispatch 1949).
Mitchell, Eva Cornelia and Marion McCown Murphy. *Language Workbook: A Workbook in Simple Language Arts* (New London, Connecticut: Arthur C. Croft Publications, 1950).
Bright, Emma Lewis and Eva Cornelia Mitchell. *A Day with the Brown Family* (New London, Connecticut: Arthur C. Croft Publications, 1949).
————. *The Browns at School* (New London, Connecticut: Arthur C. Croft Publications, 1949).
————. *The Browns and Their Neighbors* (New London, Connecticut: Arthur C. Croft Publications, 1949).
————. *Making a Good Living* (New London, Connecticut: Arthur C. Croft Publications, 1949).
Mitchell, Eva Cornelia. *Workbook in Learning to Read Better* (New London, Connecticut: Arthur C. Croft Publications, 1950).
Manuscript and cursive writing, alphabet, dictionary skills, whole word approach, illustrations, some vocabulary control, family situations—reading, handwriting, personal adjustment, citizenship.

12. Instructional Materials (Chicago: Science Research Associates).

Reading Laboratory I (word games), Ia, Ib, Ic, IIa, IIb, IIc
Written for regular school populations, has application for adults training, self-pacing, well-sequenced, good skill coverage—reading.

13. Laubach, Frank C. *Building Your Language Power* (Morristown, New Jersey: Silver Burdett Co., 1965).
Series of six programed workbooks, phonics approach—reading, handwriting.

14. ———. *Streamlined English* (New York: The Macmillan Co., 1955).
———. *Charts and Stories* (Syracuse, New York: New Readers Press, 1963).
———. *Lesson Plans for Streamlined English* (Syracuse, New York: New Readers Press, 1962).
———. *Teacher's Guide for Charts and Stories* (Syracuse, New York: New Readers Press, 1963).
———. *Writing Book for Charts and Stories* (Syracuse, New York: New Readers Press, 1964).
Thirty lessons using the Laubach method, each lesson introduces a new sound, phonics, picture association technique, reading, handwriting, basic vocabulary of approximately 1,100 words—reading, handwriting.

15. National Association of Public School Adult Educators. *Operation Alphabet, T. V.* Home Study Book (Washington, D.C.: NAPSAE, 1962).
One hundred lessons designed to accompany the home T. V. course, may be used independently, reading and manuscript writing, illustrated, sight vocabulary, needs supplementation—reading, handwriting, personal adjustment.

16. National Citizenship Education Program. *Literacy Reader, the Day Family*, Book I (Washington: Superintendent of Documents, 1944).
———. *Literacy Reader, the Day Family*, Book II. (Washington: Superintendent of Documents, 1943).
———. *The Gardners Become Citizens*, Book 1. (Washington: Superintendent of Documents, 1943).
Moves from simple word level to sentence and paragraph reading, written for naturalization programs—reading, personal adjustment, citizenship.

17. *News for You Level AA*, ed. Robert S. Laubach (Syracuse, New York: New Readers Press).
News for You Level A, ed. Robert S. Laubach (Syracuse, New York: New Readers Press).
News for You Teacher's Guide, ed. Robert S. Laubach (Syracuse, New York: New Readers Press, 1963-4).
Weekly adult newspaper, elements of basic reading skills emphasized, functional use of reading, personal adjustment.

18. Owens, A. A. and W. Sharlip. *Elementary Education for Adults* (Philadelphia: John C. Winston Co., 1950).
Workbook-text, vocabulary development—reading, personal adjustment.

19. Richards, I. A. and C. M. Gibson. *A First Workbook of English* (Cambridge, Mass.: English Language Research, Inc., 1946).
———. *English Through Pictures* (New York: Pocket Books, Inc., 1952).
———. *Words on Paper* (Cambridge, Mass.: English Language Research, Inc., 1943).
500 basic words with meanings illustrated through pictures, English as a foreign language—reading, oral language development.

20. Robertson, M. S. *Adult Reader* (Austin, Texas: The Steck Co., 1964).
Work type exercises, vocabulary review, whole word approach, based on events in one family's daily life, rural orientation—reading, handwriting, personal adjustment.

21. Smith, Edwin H. and Florence Rader Lutz. *My Country* (Austin, Texas: The Steck Co., 1956).
Basic vocabulary of 206 words, systematic programs of word-attack in 24 lessons, workbook exercises, check tests, controlled vocabulary, word attack skills, basic sight vocabulary—reading, handwriting, personal adjustment, citizenship.

22. Smith, Harley A. and Ida Lee King. *I Want to Read and Write* (Austin, Texas: The Steck Co., 1950).
Basic vocabulary of 291 words from basic readers and words used to express adult needs, rural-suburban orientation, sight vocabulary, phonics and structural analysis, some teaching suggestions—reading, handwriting, personal adjustment.

23. Stone, Clarence R. and Ardis E. Burton. *New Practice Readers, Book A* (St. Louis: Webster Publishing Co., 1960).
    Text-workbook, readiness exercises followed by comprehension—vocabulary test, reading.
24. TMI—Grolier. *First Steps in Reading for Meaning* (New York: Teaching Materials Corporation, A Division of Grolier, Inc., 1963). (programmed material)
    Written primarily for children, pre-primer level, requires tutor in initial stages, phonics, basic words—reading.
25. ————. *Spelling—Vols. 1, 2 and 3* (New York: Teaching Materials Corporation, A division of Grolier, Inc., 1962). (programmed materials)
    Pre- and post-tests, self-pacing, requires beginning reading ability—reading, spelling.
26. United States Department of Health, Education and Welfare. *Joe Wheeler Finds a Job and Learns About Social Security* (Washington: Superintendent of Documents, 1964).
    Consumable, exercises on word study, comprehension questions, illustrated—reading, personal adjustment.

Intermediate Level

1. Abramowitz, Jack. *Study Lessons in American History, Unit 1, How America Became a Nation* (Chicago: Follett Publishing Co., 1964).
   ————. *The New Nation Is Launched* (Chicago: Follett Publishing Co., 1964).
   Word lists, comprehension checks, outlining, main idea, vocabulary development—reading, citizenship.
2. Cass, Angelica W. *How to Become a United States Citizen* (New York: Noble and Noble Publishers, Inc., 1963).
   Crothers, George D. *American History* (New York: Holt, Rinehart and Winston, Inc., 1964).
   English as a second language—reading, personal adjustment, citizenship.
   Cass, Angelica W. *Your Family and Your Job* (New York: Noble and Noble Publishers, Inc., 1948).
   Rosenfield, Jeanette B. and Angelica W. Cass. *Write Your Own Letters* (New York: Noble and Noble Publishers, Inc., 1964).
   English as a second language, primarily vocabulary development, mechanics and practice in writing business and social letters, filling out business forms—reading, handwriting, personal adjustment.
4. Dixon, Robert S. *The USA, The Land and the People* (New York: Regents Publishing Co., Inc., 1959).
   English as a second language—reading.
5. Educational Division, Reader's Digest Services, Inc. (Pleasantville, New York).
   Reading Skill Builders.
   Level IV, Books 1, 2, 3
   Level V, Books 1, 2, 3
   Level VI, Books 1, 2, 3
   Science Reader: Orange Book, Green Book, Red Book, blue Book.
   12 Books Series of Adult Readers.
   I Fell 18,000 feet—1965 (3-4)
   What's on the Moon—1965 (3-4)
   First at the Finish—1965 (3-4)
   Guides to High Adventure—1965 (3-4)
   See I-6
6. Federal Textbooks on Citizenship.
   Hervey, John M. *Our Constitution and Government*, Federal Textbook on Citizenship (Washington: Superintendent of Documents, 1955).
   On the Way to Democracy Book 2. (Form M-11)
   Rights of the People Book 2. (Form M-15)
   The Business of Our Government Book 2. (Form M-19)
   Laws for the Nation Book 2. (Form M-23)

Our Constitution Lives and Grows Book 2. (Form M-27)
See I-17.

7. Grover, Charles C., and Donald G. Anderson. *New Practice Readers, Book B* (St. Louis, Mo.: Webster Division, McGraw-Hill Book Co., 1962).
Stone, Clarence R. *New Practice Readers, Book C* (St. Louis, Mo.: Webster Division, McGraw-Hill Book Co., 1962).
————. Charles C. Grover, and Donald G. Anderson. *New Practice Readers, Book E* (St. Louis, Mo.: Webster Division, McGraw-Hill Book Co., 1962).
———— and Charles C. Grover. *New Practice Readers, Book D* (St. Louis, Mo.: Webster Division, McGraw-Hill Book Co., 1962).
Vocabulary review, taking tests, how to study, reading rate, see I-23—reading.
8. Herber, Harold L. *Learning Your Language Series, Conflict and Courage, Book 1* (Chicago: Follett Publishing Co., 1964).
————. *Escape to Danger, Book* 2 (Chicago: Follett Publishing Co., 1964).
————. *Folk Tales and Folk Songs, Book* 3 (Chicago: Follett Publishing Co., 1964).
Word analysis and meaning, main idea, reading interpretation, written for adolescents—reading.
9. Instructional Materials. (259 East Erie Street, Chicago, Illinois: Science Research Associates.)
Reading Laboratory (Elementary Education, IIIa, IIIa(1964), IIIb
Reading for Understanding—General Edition
Reading for Understanding—Junior Edition
Spelling Word Power, IIb, IIc, IIIa
New Rochester Occupational Reading Series, Level I, Level II, and Level III. See I-12.
10. Leavell, Ullin W. and Betty Davis Via. *New Goals in Reading* (Austin, Texas: The Steck Co., 1960).
Word analysis, dictionary, experience in test taking, glossary, comprehension and vocabulary checks, developed for regular school populations—reading, handwriting.
11. *News for You Level A*, ed. Robert S. Laubach (Syracuse, New York: New Readers Press).
News for You Teacher's Edition, ed. Robert S. Laubach (Syracuse, New York: New Readers Press, 1963-64).
News for You Level B, ed. Robert S. Laubach (Syracuse, New York: New Readers Press).
See I-17.
12. Robertson, M. S. *Learning and Writing English Book 1* (Austin, Texas: The Steck Co., 1950).
Cursive writing of letters and numbers, dictionary skills, includes over 100 rules and generalizations, alphabet, punctuation, grammar, oral language—reading, handwriting, personal adjustment.
13. Shawn, Bernard. *Foundations of Citizenship, Books 1 and 2* (Phoenix, New York: Frank E. Richards, 1963).
Hudson, Margaret W., and Ann A. Weaver. *Getting Ready for Payday Series, Checking Accounts* (Phoenix, New York: Frank Richards, 1963).
————. *Savings Accounts* (Phoenix, New York: Frank Richards, 1963).
————. *Planning Ahead* (Phoenix, New York: Frank Richards, 1963).
Mooney, Thomas J. *The Getting Along Series, After School Is Out* (Phoenix, New York: Frank E. Richards, 1963).
————. *Al Looks for a Job* (Phoenix, New York: Frank E. Richards, 1964).
————. *On the Job* (Phoenix, New York: Frank E. Richards, 1964).
Corcoran, Eileen L. *Rights and Duties of Citizens* (Phoenix, New York: Frank E. Richards, 1964).
Hudson, Margaret, and Ann A. Weaver. *I Want A Job* (Phoenix, New York: Frank E. Richards, 1964).
Vocabulary development, interesting to adults, family, community, getting a job, taxes, citizenship, etc.—reading, personal adjustment, handwriting, arithmetic.
14. Smith, Harley A., and Ida Lee King. *How to Read Better* (Austin, Texas: The Steck Co., 1952).
Workbook exercises on vocabulary building, following directions, interpretation, practice in taking tests, biographical sketches, history, science and folk tales—reading, handwriting.

15. ————. *I Want to Learn English* (Austin, Texas: The Steck Co., 1951).
Intended to follow I-22, basic communication skills, written and oral language, dictionary—reading, handwriting.
16. Weinhold, Clyde ... *English* (New York: Holt, Rinehart and Winston, Inc., 1962).
Basic instruction in American English, language skills, sentence structure, punctuation, writing letters, vocabulary—reading, writing.

Advanced Level

1. Abramowitz, Jack. *American History Study Lessons, Unit 1, From Colonial Times to Independence* (Chicago: Follett Publishing Company, 1963).
The Constitution, Unit 2 (1963).
The Growing Nation, Unit 3 (1963).
The Change and Crisis in American Life, Unit 4 1800-1861 (1963).
The Civil War and Reconstruction, Unit 5 (1963).
Changing America Since 1865, Unit 6 (1963).
American Politics—1865-1960, Unit 7 (1963).
American Foreign Policy, Unit 8 (1963).
Problems of American Democracy, Unit 9 (1963).
Vocabulary, comprehension, reading rate, content reading skills—reading, personal adjustment, citizenship.
2. ————. *Documents of Freedom* (Chicago: Follett Publishing Co., 1964).
————. *Declaration of Independence and Bill of Rights* (1964).
Comprehension, vocabulary—reading, personal adjustment, citizenship.
3. Bohlman, Edna McCaull. *Democracy and its Competitors* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1962).
Illustrated, comprehension tests, glossary—reading, personal adjustment, citizenship.
4. Cass, Angelica W. *How to Be a Wise Consumer* (New York: Oxford Book Co., 1959).
Basic economics of spending—reading, personal adjustment.
5. ————. M. T. Hayes, and L. A. Thomas. *First Patrol and Other Stories, Level A* (Reader's Digest Adult Education Reader, New York: Reader's Digest Services, Inc., 1954).
Adaptations from the Digest, consumer education topics, health, use of leisure time, etc., vocabulary and comprehension—reading, personal adjustment.
6. Crabtree, Arthur. *You and the Law* (New York: Holt, Rinehart and Winston, 1964).
Rights and responsibilites of citizenship—reading, personal adjustment, citizenship.
7. Dixon, Robert. *American Classics* (New York: Regents Publishing Co., 1954).
Adapted and simplified classics, vocabulary and comprehension questions, includes *House of Seven Gables, The Gold Bug, Outcasts of Poker Flats*, etc., —reading.
8. Dixson, Robert S., and Herbert Fox. *The U.S.A. Men and History* (New York: Regents Publishing Co., 1960).
Vocabulary, comprehension—reading, personal adjustment, citizenship.
9. Educational Division, Reader's Digest Services, Inc. (Pleasantville, New York).
Advanced Reading Skillbuilders Books 1, 2, 3, 4.
Help Yourself to Improve your Reading Part 1 and 2.
See I-6.
10. Federal Textbooks on Citizenship.
On the Way to Democracy Book 3 (Form M-12).
Rights of the People Book 3 (Form M-16).
The Business of Our Government Book 3 (Form M-20).
Laws for the Nation Book 3 (Form M-24).
Our Constitution Lives and Grows Book 3 (Form M-28).
See I-17.
11. General Programmed Teaching Corporation. *How a Bill Becomes Law* (Albuquerque, New Mexico: Ginn and Co., 1963). (programmed material)
————. *The Constitution.*

Programmed format—reading, personal adjustment, citizenship.

12. Instructional Materials. (Chicago, Illinois: Science Research Associates.)
Reading Laboratory IIIa, IIIa, (1964), IIIb, IVa
Reading for Understanding—General Edition
Reading for Understanding—Senior Edition
Words Program
Spelling Word Power IIb, IIc, IIIa
See I-12.
13. Kottmeyer, W. *Our Constitution and What it Means* (St. Louis: Webster Publishing Co., 1961).
Programmed—reading, personal adjustment, citizenship.
14. Money Management Institute of Household Finance Corporation. *Money Management Series*, 13 titles (Chicago: Household Finance Corporation).
Pertinent topics, useful information, film strips also available—reading, personal adjustment.
15. Monroe, Heath. *Great American Series*, Vols. I-X (Menlo Park, California: Pacific Coast Publishers, 1957-62).
Reference material, illustrated—reading.
16. Portewood, T. B. and M. E. Portewood. *Our Democracy* (Austin, Texas: The Steck Co., 1953).
Relationship between the individual and government, tests, study exercises—reading, citizenship.
17. Varnado, Jewel. *English Essentials* (Austin, Texas: The Steck Co., 1964).
Review of language skills, vocabulary and spelling—reading.

Arithmetic and Mathematics

The following materials include instruction in arithmetic and mathematics from initial number concepts and arithmetical operations to seventh- and eighth-grade level. For the most part, the materials are built around the immediate needs of the adult, involving him in situations which require that he know and use mathematical processes.

1. Brice, Edward W. *Arithmetic* (New York: Holt, Rinehart and Winston, Inc., 1963).
2. Dublin, Lewis. *The Blue Book of Arithmetic* (New York: Regents Publishing Co., Inc., 1963).
———. *The Blue Book of Business Mathematics* (New York: Regents Publishing Co., Inc., 1963).
3. Henney, R. Lee. *Systems for Success Book 1* (Chicago: Follett Publishing Co., 1965).
4. Home and Family Life Series.
Bright, Emma Lewis and Eva Cornelia Mitchell. *Workbook in Arithmetic* (New London, Connecticut: Arthur Croft Publications, 1950).
Griffin, Ella Washington. *Manual of Instructions for Arithmetic Workbook* (New London, Connecticut: Arthur Croft Publications, 1950).
Adams, Alice D. *Teacher's Answer Book to Workbook in Arithmetic* (New London, Connecticut: Arthur Croft Publications, 1953).
5. Lasley, Sidney S. and Myrtle F. Mudd. *Arithmetic In Life and Work* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958).
6. Peters, M. *Going Places with Mathematics* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960).
7. Schorling, Raleigh, *et al. Learning to Compute. Books I and II* (Yonkers-On-Hudson, New York: World Book Co., 1940).
8. Shea, James T. *Working with Numbers* (Austin, Texas: The Steck Co., 1954).
9. TMI—Grolier. *Elementary Arithmetic: Addition and Subtraction Facts* (New York: Teaching Materials Corporation, A Division of Grolier, Inc., 1962).
Multiplication and Division Facts—Vols. 1 and 2 (1961).
Fractions—Basic Concepts—Vols. 1 and 2 (1962).
Decimal Numbers—Vols. 1 and 2 (1961).
10. Wallace, Mary C. *Figure It Out* (Chicago: Follett Publishing Co., 1965).

United States Armed Forces Institute Materials

(Materials available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, unless otherwise indicated.)

USAFI'S GED HIGH SCHOOL EQUIVALENCY PROGRAM

Each strand in the Equivalency Program extends from Basic Literacy to GED Equivalency Level. A student is placed in his own Personalized Instructional Program on the basis of his ability and his motivation as demonstrated on placement inventories.

1. Bauer, Josephine	A 011, *On Your Mark!*	For nonreaders; basic letter patterns; handwriting
		* Placement Tests and Letter Pattern Drills (*available only to military*).
	A 012, *Get Set!*	Phonic drills, spelling, prefixes and suffixes, story exercises.
		* Placement Tests and Letter Pattern Drills (*available only to the military*).
	A 013, *Go!*	Following directions, reading maps, making out applications, timed readings, comprehension questions.
		* Placement Tests and Letter Pattern Drills (*available only to military*).
	A 018, *English as a Communication Skill*	Traditional grammar course; easy reading level; textbook and exercise book.
	A 018.01; A 018.21 (Part 1)	The sentence; Punctuation and Capitalization; Spelling.
	A 018.02; A 018.22 (Part 2)	Subjects and Predicates; Agreement; Vocabulary and Dictionary Study; Homonyms; Antonyms, Synonyms.
	A 018.03; A 018.23 (Part 3)	Nouns, Pronouns, Verbs, Adjectives, Adverbs; Prepositions; Dictionary Study; Spelling-Verbs.
	A 018.04; A 018.24 (Part 4)	Conjunctions, Interjections, Paragraph Development; Use of the Library.
	A 018.05; A 018.25	Letters; Report Writing; General Review.
2. Flesch, Bouri	* F 104, *Communications I*	A reading and writing course for those reading at and above the fifth grade level. A modular format of 8 programmed Study Pads, complete with Diagnostic tests and Prescription Answers. Computer Assisted Lesson Service (CALS). Students are taught reading and writing skills in the context of relevant themes.
	8 Programmed Modules	
	F 104.01, Parts of Speech	
	F 104.02, Higher Education	
	F 104.03, 33 A.D.	
	F 104.04, Balance of Power	
	F 104.05, The Environment	
	F 104.06, Loss of Identity	
	F 104.07, Women's Lib	
	F 104.08, Child Care	
	F 104.11, Game Plan (Instructions to the Student)	
	F 104.4, 40-Hour Mastery Plan (Teacher's Guide)	
Reading in Social Studies		
3. Mehan, Eugene	A 058, Introductory Social Studies	An easy reading course (fourth level and above) containing the fundamentals of history, geography,

* Available only to the military.

		government, interwoven with elements of economics and world affairs.
	A 058.01; A 058.21 (Part 1)	Western Civilization; The American Colonies; The Western Hemisphere.
	A 058.02, A 058.22 (Part 2)	The U.S. Government; Growth of United States to 1860; The Civil War and Reconstruction.
	A 058.03; A 058.23 (Part 3)	Economic Growth and Overseas Expansion; the United States in a New Century; Period of World War I.
	A 058.04; A 058.24 (Part 4)	The Far East; The United States Between World Wars; Period of World War II; Post World War Days.
Reading in Science		
4. Mehan, Eugene	A 068, *Introductory Science*	An easy reading course (fourth level and above) introduces students to reading skills in the sciences; vocabulary and comprehension stressed.
	A 068.01; A 068.21 (Part 1)	The World Around Us
	A 068.02; A 068.22 (Part 2)	Changing the Face of the Earth
	A 068.03; A 068.23 (Part 3)	Animals; The Simpler Types
	A 068.04; A 068.24 (Part 4)	Energy, Force, Motion
Mathematics Strand of USAFI GED *High School Equivalency Program*		
5. Flesch, Bouri	A 038, *Mathematics for Adults* (Available July 1973)	20 Programmed Study Pads cover all concepts in mathematics from counting to geometry. Computer writes a Personalized Instructional Program for each student on the basis of his performance on three inventories: Inventory 1—concepts through sixth grade level. Inventory 2—concepts through geometry—computation. Inventory 3—Reading Word Problems.

Professional References

1. Adult Education Council of Greater Chicago, *An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education* (Chicago, Illinois, 1964).
   Includes a bibliography of professional references and basic materials for beginning level, observations and discussion of methods.
2. Allen, Harold B. (ed.) *Teaching English as a Second Language* (New York: McGraw-Hill, 1965).
   Collection of 50 articles written by linguists in Britain and the U.S. on theories and techniques of teaching English to speakers of other Languages, selected and arranged according to the basic needs of the classroom teacher.
3. Barnes, R. F. and A. A. Hendrickson. *A Review and Appraisal of Adult Literacy Materials and Programs*, Cooperative Research Project G-029 (Columbus, Ohio: Ohio State University Research Foundation, 1965).
   Describes site visits made to literacy and basic education programs, includes a review of pertinent literature, and provides an extensive bibliography of available literacy materials with descriptive annotations and evaluation.
4. Board of Education of the City of New York. *Teaching English as a New Language to Adults*, Curriculum Bulletin No. 5 (New York: Board of Education, 1964).
   Graded levels of instruction, includes methods and content.
5. Bou, I. Rodriguez. *Suggestions for the Preparation of Reading Matter. Occasional Papers in Education*, No. 2 (Paris: UNESCO, 1949).
   Suggests designing materials to meet adult interests, needs and problems, examines adult psychology and the reading process, developing norms for the evaluation of reading mate-

rials, bibliographies included.

6. Brice, Edward, Roy Minnis, and Ellen Henderson. *Teaching Adults the Literacy Skills* (Washington, D. C.: General Federation of Women's Clubs, 1962).
   Suggests techniques for preparation of volunteers to teach reading, writing, language structure and arithmetic.
7. Cass, Angelica W. *Adult Elementary Education* (New York: Noble and Noble, 1956).
   Identifies needs, problems, objectives, methods and practices in adult basic education.
8. Chicago Board of Education. *Basic English, Teacher's Manual* (Chicago: Board of Education, 1962).
   Curriculum guide includes sight vocabulary, development of word recognition, comprehension, rate, dictionary use.
9. D'Amico, Louis, Fattu, Nicholas, and Standlee. *An Annotated Bibliography of Adult Literacy Materials* (Bloomington, Indiana: Indiana Institute of Educational Research, Indiana University, 1954).
   Useful annotated list of materials in the field up to 1954.
10. Goldberg, Samuel. *Army Training of Illiterates in World War II* (New York: Teachers College, Columbia University, 1951).
    Complete description of service program including selection procedures, material preparation, evaluation, and psychological and educational characteristics.
11. Gray, W. S. *The Teaching of Reading and Writing: An International Survey* (Chicago: Scott, Foresman and Co., 1956).
    Chapter VII deals with adult reading, includes motivating adult reading, obtaining census information, techniques and procedures of teaching, developing specific skills, assessing needs and progress.
12. Moore, C. D. and A. Hendrickson. *Annotated Bibliography of Materials for Teachers of Americanization and Literacy Classes* (Columbus, Ohio: Bureau of Educational Research and Service, The Ohio State University, 1958).
    Brief listing of useful materials and texts for teachers.
13. Mott Adult Reading Center. *Teaching Adults to Read* (Flint, Michigan: Flint-Marc Publishing Co., 1964).
    Organizing adult classes, diagnostic techniques, sequential skills development, lesson planning, description of the Mott program.
14. *Report of the Task Force on Adult Basic Education Instructional Materials and Related Media* (Washington: U. S. Department of Health, Education, and Welfare, 1964).
    Based on examination of 150 publications on development of language skills and subject areas, presents evaluation of each area.
15. Smith, Edwin H. and Mary P. Smith. *Teaching Reading to Adults* (Washington: National Association of Public School Adults Educators, 1962).
    Describes reading levels, evaluation of reading needs and achievement, teaching techniques and materials.
16. UNESCO. *Simple Reading Material for Adults: Its Preparation and Use* (Paris: UNESCO, 1963).
    Guide for production and testing of materials including choice of subject matter, vocabulary, style and illustrations.
17. The University of the State of New York. *Adult Basic Education Teaching and Study Materials*, Bulletin No. 4 (Albany, New York: Bureau of Adult Education, 1965).
    Bibliography of materials for reading, written and oral communication and arithmetic, outline of reading program in four levels, designates basic and supplementary materials.
18. Wallace, Mary C. *Literacy Instructor's Handbook* (Chicago: Follett Publishing Co., 1965).
    Limitations and problems of the undereducated adult, philosophy and principles of teaching, teaching techniques in reading, spelling, English, arithmetic and citizenship.
19. Ward, Betty and Edward Brice. *Literacy and Basic Elementary Education for Adults* (Washington: U. S. Department of Health, Education, and Welfare, 1961).
    Annotated bibliography provides extensive coverage of materials for U. S. and foreign literacy programs, professional leadership development and information sources.